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EXPLORING THE ORGANIZATIONAL CULTURE OF PUBLIC HIGHER EDUCATION INSTITUTIONS IN VIETNAM AND ITS IMPACT ON FACULTY TURNOVER INTENTION FROM FACULTY'S PERSPECTIVE

ABSTRACT

As a result of the turnover of skilled and experienced staff, higher education institutions in Vietnam have faced many difficulties in their course of operation and growth. Therefore, the research aims to identify how the organizational culture of public higher education institutions in Vietnam influences the turnover intention of faculty members in these institutions.

The research is expected to provide the scientific basis for institutions and relevant stakeholders to devise appropriate interventions to reduce the departure of competent staff. Future faculty members also have reference information to choose a suitable working environment. The study also attempts to enrich existing literature on matters relevant to the research topic such as turnover, turnover intention, organizational culture, and the relationship between organizational culture and turnover or turnover intention.

In this research, qualitative methods are used, which can help the purposes of this study be fulfilled and the limitations of quantitative and mixed methods be addressed. Among various approaches, a single-case holistic type is chosen since it allows the complexity of a particular situation such as turnover intention or organizational culture to be taken into consideration.

The result findings show that the organizational culture of public universities in Vietnam, in particular of teacher training institutions, is made up of many different dimensions and all three levels of these dimensions reflect certain features of organizational culture. Among the six dimensions of organizational culture, mission, socialization, information, strategy, and leadership are proven to have certain effects on lecturers' intention to quit their organization while the dimension of environment is believed not to affect their work attitudes. The influence of organizational culture on faculty's intention to quit their organization is indirect with varying degrees depending on each element of each dimension.

Keywords: organizational culture, turnover, turnover intention, faculty, Vietnamese higher education institutions

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Chapter 1 – Introduction

1.1 Background

The essential role of employees to the existence and development of an organization has been recognized since ages. To be specific, they make substantial contributions to the creation and maintenance of a competitive advantage for their organization. To simply put, employees are an organization's main source of development and prosperity. These days, as the processes of globalization take shape, as Herzberg (2005) noted, it is becoming abundantly clear that the attraction and retention of highly qualified employees are more important than ever previously. Anca-Ioana (2013) revealed some elements that raise the role of employees are the process of changing the world of work and technological advancement. These changes are boosting competition and organizations are forced to keep on developing tangible products and to offer services, which are based on strategies created by employees (Ongori, 2007). Moreover, in business agendas in this competitive era, employees are placed at the central position to make sure that the competition of an organization is sustainable (Adi, 2016). This is because the organization can maintain its competitive advantages once the management of human resources is invested and suitable staff members are employed for the appropriate positions, developed, well-administered and retained from that point on. In addition, through the reality of human resources, many elements of an organization can be recognized and even clarified. Specifically, the status of staff can be used to assess the organization's prosperity since it is widely acknowledged that any organization is only considered to be as successful as its employees are (Mbah & Ikemefuna, 2012). Plus, the level of employee dissatisfaction, which is measured by the number of employees intending to quit their present job, is viewed as an essential factor for the wealth and development of an organization (Mbah & Ikemefuna, 2012). Huang et al. (2006) also firmly stated that the practices of human resource management in the organization can be reflected through the behavior and attitudes of employees.

The important role of employees to organizations is undeniable, so the departure of qualified staff is what agencies in the world worry about and strive to solve (Ng'ethe, et al., 2012). The most common concern with regard to staff turnover is budget. The departure of staff brings about operating costs as filling the vacant positions often requires the huge cost. Excluding the value of the tacit knowledge of job leavers, the turnover cost is estimated between 50 and 100 per cent of an employee's annual costs (Amah, 2009). According to some other research on this topic, it costs about 50 per cent of the

leaver's yearly salary for hiring and training a replacement worker, and the expenditure does not stop at that point there (Boushey & Glynn, 2012). Normally supervisors and colleagues have to take care of the tasks from the leaver until the vacant position is filled (Huselid, 1995). This also negatively affects overall productivity of the organization because of the learning curve related to the understanding of the employee's tasks and his or her organization's strategies. The damage is greater when the leaver is a qualified and productive individual the organizations have to spend scarce resources attracting, selecting, socializing, training, and retaining (Amah, 2009). Also, the employee turnover results in other financial problems such as the hidden, unidentified, uncalculated, and unreported costs from managers' planning (Nien & Masibigiri, 2012). Apart from that, a high rate of employee turnover has also reduced productivity and diminished income development in the future of the organization (Amah, 2009). Due to its impact on different elements of organizational life, to many organizations it seems that turnover has become critical problems which should be addressed.

In the field of higher education, the role of employees, especially faculty (members)/lecturers, is more important, not only to the organization itself, but to society as a whole. This is because the main source of supply of human resources for many different professions with high quality is the university. Good quality tertiary education is an important avenue towards nurturing the teachers needed for universal primary education, the experienced doctors, nurses and community workers needed for better water and health facilities, the accountants, economists, and journalists required for better private business and better governance (Wisdom, 2006). A solid higher education base is crucial for full, effective, and beneficial participation in the world economy of a country to take place (Wisdom, 2006). As Bloom (2002) pointed out, if developing countries aspire to catch up, higher education can be a fundamental instrument for speeding that process. Learning how to access ideas and technologies developed elsewhere and put them into practice – skills that higher education is uniquely well-suited to build – can enable developing countries to garner the benefits of globalization without the laborious and costly process of discovery. In all societies, developed and developing, any compromise of the higher education system is positively correlated with the level of other dimensions of human development (Ndulu, 2004, p. 5), so the neglect of higher education spells doom not only for other levels in the educational structure, but for meaningful human development.

To maintain and promote this role and position, as Ritzen (2002), Vice-president of the Human Development Network of the World Bank acknowledged, higher education must ensure that its own capacity is well-developed. Bowen and Schuster (1986) correctly pointed out that "the excellence of

higher education is a function of the people it is able to enlist and retain on its faculties" (Bowen & Schuster, 1986, p.1), which is very similar to the interpretation advanced by Horwitz (1991) who opined that the essence of any institution is in its ability to attract and retain first-class academic staff. Likewise, Rou (1992) advocated that the eminence of a university cannot surpass that of its academic staff. The possession of adequate academic staff suitably qualified and motivated to work helps universities to concentrate effectively on their obligations of teaching and learning, research, and community engagement. As Ramli et al. (2014) stated, academics are considered as guardians, disseminators, and creators of new knowledge. The unique nature of universities expects them to be a repository of the most specialized and skilled intellectuals. They serve as storehouses of knowledge for nurturing the manpower needs of the nation. The number and quality of academic staff makes the difference in university education. Put differently, higher education institutions are more dependent on the intellectual and creative abilities and commitment of the academic staff than most other organizations. This makes it critically important to retain this cadre of staff (Ng'ethe, 2012; Michael et al., 2013).

Like many other organizations, higher education institutions are in the severe competition that forces them to maintain their staff for competitive advantage (Ng'ethe, 2012). However, there are about 65 percent of professors intending to quit their institution and about 45 per cent of those surveyed revealed the thought of seeing themselves leaving academe absolutely based on the information provided by a Horizons Workforce Consulting's report (English, 2012). Examining the topic on faculty turnover, the National Opinion Research Center in a survey conducted in 2000 showed that more than 40 per cent of full-time faculty members had seriously considered changing their professions (Sanderson, et al., 2000). Similar to the ratio of turnover intention, the turnover rates of faculty are also high. In a recent study by Metcalf, et al. (2005), turnover rates in higher education institutions were found to fluctuate between 4 per cent and 8 per cent. The exception was found in one case study with the considerably higher turnover rate of 13 per cent (Metcalf et al., 2005). To contextualize the turnover in higher education institutions, it is reported that every year an average of 17 per cent of staff at public research institutions in the world quit their organizations (Buck & Watson, 2002). A surprising datum is that 30 per cent of those who have just entered academia leave their professions early, according to Pamu (2010).

The problems caused by turnover in education particularly in the field of higher education do not seem different from ones in other sectors. Even there are ideas that turnover is a curse for institutions

(Johnsrud & Rosser, 2002). This sounds rather exaggerated. However, once considering the damage turnover could cause to higher education institutions, it can be seen that this opinion is true to a certain degree depending on the level of turnover, the situation of the organization and other contextual elements. Although some degree of turnover is inevitable and perhaps desirable, high rates of faculty turnover can be costly to the reputation of the institution and to the quality of instruction (McBride, et al., 1992). In terms of organizational consequences, turnover can lead to commitment loss to the institution and the greater incidence of morale erosion such as absenteeism and tardiness (Rosser, 2004). Faculty turnover can also cause further turnover (Olsen, 1992). As universities make significant financial investments in faculty recruitment, high faculty turnover rates can be translated into lost on investment (Zhou & Volkwein, 2004; Kim, et al., 2012). In addition to organizational consequences especially when it comes to financial costs, faculty turnover can negatively influence the educational results of the students and faculty's quality of work life (Heckert & Farabee, 2006; Kim, et al., 2012), which are believed to be the most serious ones among different consequences of a high academic staff turnover (Surbhi, 2013). To be specific, as a result of high turnover, faculty morale as well as the frequency and quality of student-faculty interactions - a key factor in college student retention might be impacted (Braxton & McClendon, 2002). This is partly because filling left positions by inexperienced personnel can negatively impact students as the recipients of educational services provided by these staff (Powell, 2010). What is more, faculty's leaving the academic environment also influences the collective cooperation of the group in which the leaver is a member such as institutional research and educational programs (Olsen, 1992).

The reasons for this phenomenon are multiple. It is often the case that organizations with high turnover rates find it hard to recruit suitable staff, to offer a motivating work environment, or to entice qualified candidates due to other agencies giving more attractive salaries and benefits (Donna, 2013). According to Bushe (2012), recruiting and retaining competent academic staff are becoming very challenging because of the increase in global mobility and changes in demographic records. Ssekamwa (1999) shared the idea that it is common that many organizations consider the retention of skilled and motivated faculty with suitable qualifications for the effectiveness of work but the challenge derives from the frequent requirement of substantial financial resources as the market rate of academic staff is high and their development demands considerable cost as well. Moreover, some hold the belief that the reason for the departure is the high rate of pensions in academic field, which contributes to their early retirement (Adi, 2016). However, this assumption cannot explain the fact

that the total number of retirees is less than that of faculty members switching their career due to other defined reasons (Harris & Adams, 2007).

Among many main factors which can explain faculty turnover is organizational culture. According to Cameron and Quinn (1999), the need to consider organizational culture when investigating organizational life is essential because culture is the single largest factor which can hinder the development and change of an organization (Donna, 2013). Empirical evidence also suggests that organizational culture has strong impact on market-oriented behaviors, market and financial performance (Homburg & Pflesser, 2000), employee attitudes, and organizational effectiveness (Gregory et al., 2009). Zheng et al. (2010), when comparing organizational culture with organizational strategy and structure, revealed that the former makes a greater contribution to knowledge management and organizational effectiveness. O'Reilly et al. (1991) shared the similar idea that organizational culture has stronger effects on employee attitudes to the workplace than official governance systems, procedures, and power do. In other words, it can be said that organizational culture is an influential tool to evoke desired organizational outcomes. Kerr and Slocum (1987) posited in "Managing Corporate Culture through Reward Systems" that "organizational change will not occur unless the change is supported by the organization's values and behavioral norms - the corporate culture" (Kerr & Slocum, 1987). Kerr & Slocum (1987) also argued organizational culture has various impact on employee attachment to or departure from an organization, or employee intention to leave the present organization.

In fact, since the 1980s with the rise of Japanese enterprises, research on organizational culture has received interest from many scholars such as Alvesson & Berg (1992), Ashkanasy, Wilderom, & Peterson (2000b), Martin & Frost (1996), Ouchi & Wilkins (1985), Pettigrew (1979), Smircich & Calas (1987), and Trice & Beyer (1993). This is because culture is attributed as the main factor contributing to the magical development of Japan after the country was severely destroyed by the Second World War (Smerek, 2010). Inspired by the country's growth, many researchers around the world have paid attention to the role of culture in the operation of the organization. Many of the studies investigating cultural elements of the organization have provided extensive information to interested parties and at the same time have made the topic dominant in the field of organizational research. Until now organizational culture has been still regarded as important for the survival and development of any organization in many different areas. For instance, in its annual report on "100

Best Companies to Work for" by Fortune, workplace culture anonymously assessed by the employees of the organization is the key information used to create the ranking (Levering, 2016).

Although studies on organizational culture have a long history and its significance for the organizational life has been confirmed by many researchers (Harrison, 1993; Wilson, 2001; Johnson, 1987, 1992; Martin & Terblanche, 2003; Denison & Mishra, 1995; Sackman, 1992; Deal & Kennedy, 1982), compared to other issues within this theme such as cultural classification or cultural assessment, the amount of research on the impacts of organizational culture on turnover and turnover intention of employees is quite limited. The amount is much smaller when the context is universities (Sadiki, 2013; Steven, 2015). This trend is similar to studies on turnover and turnover intention of employees in general, and of university faculty in particular (Mobley et al., 1978; Khatri et al., 2001). The research on these domains primarily focuses on issues related to management policies of the agency or the psychology of staff members while culture organization is rarely taken into comprehensive consideration (Szilagyi, 1979; Arnold & Feldman, 1982; Mobley, 1982).

In short, undeniably faculty mobility may yield benefits such as giving individuals greater opportunities for professional development and providing organizations with opportunities to recruit high qualified staff; however, as a result of the high turnover of skilled and experienced staff, higher education institutions face many difficulties in their course of operation and growth given the costs arising from the process of selecting new members (Mooney, 1989) and consequences caused by hiring unsuitable candidates (John,1990). Given the functions and missions of universities, the departure of qualified faculty does not only affect universities themselves but also impacts the multifaceted development of society mainly because this undermines the institution's ability to create human resources. Among the factors that cause this phenomenon, organizational culture is considered by many to be the primary factor. Therefore, it is essential to understand the impact of organizational culture on employees' turnover and turnover intention in the context of higher education institutions. This topic of research is expected to offer major benefits to various subjects especially when there is a lack of research on this matter.

1.2 Problem statement

The departure of lecturers is a concern of many higher education institutions around the world. In Vietnam, the turnover of faculty in institutions is increasing and tends not to decrease as the media revealed (Nguoi Lao Dong, 2010; Vietnamnet, 2014). Although no official reports on this theme are

available nationwide, case studies used by some researchers when examining this phenomenon almost always provide data supportive of the situation reported by the media. For instance, Tan and Hoa (2018) found that faculty turnover has increased over the past decade in the research on "Factors Influencing Work Motivation of Lecturers at Vietnam National University of Forestry." Conducting a survey on a larger scale, institutions in a whole province in Vietnam - Lam Dong, Hang and Trang (2013) also revealed a similar circumstance.

There are many reasons for this phenomenon. This diversity, in general, can be categorized into at least three groups of factors that cause employees to quit their job or intend to leave it. The first group is individual characteristics that show background-related factors such as age, gender, level of education, and job characteristics such as working hours and rules. The second group is contextual variables, which represent employees' status, for example, wages and positions, and the individuals' fitness for the work environment. The last group is external conditions such as labor market trends and social situation (John, 1990).

Compared to the amount of research on turnover in developed countries, there are not many studies on the issue of academic staff attrition and retention in developing countries like Vietnam documented in the literature and the topic of turnover in these countries tends to be put into the general category of "brain drain" (Wisdom, 2006). Moreover, while the number of studies on this subject in Vietnam is so limited, they primarily explore work characteristics such as salaries or working time (Tan & Hoa, 2018, Hang & Trang, 2013). They ignore or pay scant attention to factors related to the contextual variables especially organizational culture even though many scholars such as Kerr & Slocum (1987), Kopelman & colleagues (1990), Aarons & Sawitzky, (2006), Ellett (2009), Ellett & Rugutt (2003), Ellett, Ellis, Westbrook, & Dews (2007), Lee et al. (2010), and Strand et al. (2010) showed that culture of the organization has various influences on faculty turnover (intention).

As the matter of faculty's department from institution has been on the rise but has received little research from scholars, which can provide a comprehensive picture of organizational culture's contributions to this phenomenon in Vietnam, it is necessary to conduct a research study on the impact of organizational culture on faculty turnover in a particular context, Vietnamese higher education institutions. In this research, turnover intention is examined instead of actual turnover. The use of this alternative derives from the fact that it is not easy to locate leavers and their response rate is often low (Johnsrud & Rosser, 2002). In addition, many studies showed that there is a significant and

positive relationship between leaving intentions and actual leaving behavior (Bluedorn, 1982; Lee & Mowday, 1987).

As a response to the lack of research on this topic in the context of Vietnam higher education, this research strives to shed light on the impact of organizational culture on university faculty members' intention to leave their workplace. The research is expected to provide the scientific basis for institutions and relevant stakeholders to devise appropriate interventions so that turnover intention can be reduced. Future faculty also have reference information to choose the suitable working environment. The study also attempts to enrich existing literature on matters relevant to the research topic such as turnover, turnover intention, organizational culture, and the relationship between organizational culture and turnover or turnover intention.

1.3 Research gap

Academic works which have addressed elements related to the research topic are those exploring organizational culture, turnover, turnover intention and the relationship between these themes. In terms of separate themes, concepts and other theoretical matters related to culture of organization have received a large number of studies which are also diverse in their approaches (Harrison, 1993; Wilson, 2001; Johnson, 1987, 1992; Martin & Terblanche, 2003; Denison & Mishra, 1995; Sackman, 1992; Deal & Kennedy, 1982; Johnson, 1987, 1992; Peters & Waterman, 1982, Wiener & Vardi; 1990, Gordon & Tomaso,1992; Wilson, 1992; Cui & Hu, 2012; Schein, 1992; Cotton et al., 1986, Tett & Meyer, 1993). Organizational culture studies generally recognize the complexity of this theme and at the same time strive to define it based on their own purposes. So far the controversy over organizational culture has not been over yet and is likely to continue (Stakes, 2010). This also means that researchers admit the inability to have a definition covering every aspect of organizational culture and agree on its variations in different contexts. Most of these studies also attempt to create a way to classify or measure organizational culture to make it easier to compare different organizations, especially in large numbers (Harrison, 1979; Handy, 1993; Goffee & Jones, 1998; Ancona et al., 1988; Cameron & Quinn, 1999; Barbara et al., 2007; Paul & Jeffery; 1992; Meyer et al., 2003; Corlett & Pearson, 2003). These quantitative measures seem to have contributed to the simplification of elements of organizational culture but eventually they resulted in increased controversy over this topic because there is concern about the reliability of these measures especially their ability to reflect the "essence" of organizational culture.

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Regarding the subject of turnover and turnover intention, most studies affirm the existence of the relationship between these two concepts (Addae et al., 2006; Bedeian et al., 1991; Park, 2015; Zhou &Volkwein, 2004; Xu, 2008; Hassan & Hashim, 2011). Accordingly, many researchers such as Adi (2016) and Candle (2010) used turnover intention to indirectly study turnover and showed the reliability of this method. In exploring turnover intention, it can be seen that a lot of research tried to find out what factors make employees tend to quit their current organizations for a new workplace (Szilagyi, 1979; Arnold & Feldman, 1982; Mobley, 1982; Khatri et al., 2001). Researchers in different fields came up with answers to this problem in a variety of approaches such as from psychological and organizational perspectives (Byrne, 2005; Berry, 2010). Among various organizational factors, attention is primarily paid to policy and structure matters such as training and development policies as well as promotion and reward mechanisms (Szilagyi, 1979; Mobley, 1982; Arnold & Feldman, 1982).

Compared to other elements related to organization such as policies or rules, the literature review also shed light on the fact that the number of studies focusing on the possible relationship between culture and turnover intention is much fewer. Besides, although culture has been considered as an aspect of literature on research into organization (e.g. Kenney & Mujtaba, 2007, Pinchot, 1985, Kuratko et al., 2004, Ireland et al., 2006, Hornsby et al., 2002, Luke et al., 2010) and culture presents everywhere, surrounding us all the time in different levels from a team or a group to a nation (Schein, 2010), it is hard to see many empirical studies that choose organizational culture and organization as their primary focus.

Furthermore, other key gaps and issues also arise from the literature. One of them is that the number of studies on employee turnover, turnover intention, and retention is substantial, yet they mainly address these topics in the context of industrial sector, ware house, engineer's designer, shops, financial firms, and construction sector. There is a lack of research studies exploring these matters in the educational sector (Sadiki, 2013; Steven, 2015). More noticeably, among few studies on organizational culture and turnover intention in higher education, most of them use frameworks created for other domains to investigate the causes of turnover, turnover intention, and retention in which the main subjects are faculty and administrative staff at universities. Little attention has been paid to unique features of universities. Apart from that, the endeavor to put these empirical studies together in order to identify major trends of these separate projects has not been received assiduous attention (Jacob, 2014).

Another remarkable point is that most of research investigated organizational culture through typologies because the way of putting the organization into a certain group of culture can help simplify the complexity and diversity of organizational culture. Using typologies also makes it possible for researchers to compare different organizations. However, it is likely that studying this subject through this approach also has limitations since typologies cannot fully reflect the intricate and multi-faceted reality of an organization's culture. Therefore, there is a need for a simple approach to organizational culture that can reflect complicated issues of this theme in a specific context.

In the context of Vietnam higher education, the volume of research on the topic is much fewer despite the high turnover and turnover intention of faculty in higher education institutions in recent years. Furthermore, most of the research studies failed to reveal various complicated elements of this type of culture. Organizational culture in these studies is also primarily concerned with leaders' and staff's beliefs while the topic is much more diverse with dimensions beyond human beings such as spoken language and jargon as well as office layouts, which have not been tapped. Thus, this research contributes to broadening an understanding of faculty turnover intention in Vietnam under the impact of different elements of university culture. Interested parties might find the findings of this research useful for further study or adaptation of their employee retention strategies.

1.4 Research objectives

The study pays special attention to faculty members of public higher education institutions in Vietnam. In spite of the increase in the turnover of faculty from this type of institution, there have been a few studies which thoroughly investigate this phenomenon. Therefore, the underlying objective of this study is to identify in what ways and to what extent organizational culture impacts faculty intention to leave their institution.

To achieve these objectives, it is required to have appropriate research methodology as well as a proper grasp of multiple elements of this topic, which have been and have not been studied. Hence, the research also aims to examine critically the existing literature concerning turnover, turnover intention, and organizational culture especially in the context of Vietnam higher education. Moreover, it is expected that the findings of this study will enrich the existing literature on these themes.

Another objective of this research is that the findings are hoped to be the scientific basis for various

stakeholders in determining suitable strategies aimed at retaining the faculty members of their institution. Other institutions then can use this research as a reference for the formation and implementation of strategies to reduce faculty turnover and increase their retention.

One more thing worth the attention is that although the main objective of this study is to understand cultural factors that influence turnover intention of faculty and to make suggestions for reducing turnover under cultural influences, it should not be assumed that turnover always means a negative phenomenon. Dee (2004) once shared that "some degree of turnover is inevitable and perhaps desirable, [although] high rates of faculty turnover can be costly to the reputation of an institution and to the quality of instruction" (Dee, 2004, p. 593). This study focuses on discussing the turnover intention of qualified staff. When the organization loses these individuals, they are highly likeky to suffer from many other losses if there are no suitable measures to address their departure (Park et al., 1994).

1.5 Research questions

Research questions are built as a guide to the set objectives. The main research questions of this thesis is "How does the organizational culture of Vietnamese public higher education institutions influence the turnover intention of the faculty members in these institutions?".

In order to answer the major research question, there are a few more relevant subordinate questions which need to be addressed:

- What is the organizational culture of public higher education institutions in Vietnam?
- How to theoretically elucidate the impact of organizational culture on turnover intention of university faculty members?
- In what ways and to what extent does organizational culture impact faculty members' intention to leave public higher education institutions in Vietnam?

1.6 Significance

There are a number of reasons for having research on matters concerning the impact of organizational culture on faculty turnover intention in public universities especially in the context of Vietnam higher education.

First, the study will enrich existing literature on management practices, employee satisfaction, employee retention, voluntary turnover, turnover intention, organizational culture, and the relationship between organizational culture and turnover or turnover intention. This is even more important when knowing that the amount of research on these topics in developing countries is limited (Budhwar & Debrah, 2001; Ahmed, et al., 2016). To be specific, from the matters discussed and examined in the research, a contribution to knowledge is made through scrutinizing whether there is possibility that models designed for businesses, the private sector, or other types of organization in general can be applied to institutions in the field of higher education. Should it be impossible for universities to duplicate the models used in other fields, the study then identifies antecedents and barriers to this application as perceived by participants from the domain of higher education. The suitable model for higher education institutions is then suggested (Steven, 2015). This model must prove reliable in the context of an academic environment and be able to explore the essence of culture in this environment, which in turn can facilitate the formulation of strategies for limiting turnover intention of faculty members resulted from cultural impact. The research also shows a picture of culture of an academic institution, which can help fellow researchers and other interested parties to form theories or test some propositions.

Second, an appropriate understanding of employees' perception and expectations of their work environment as well as reasons for their intention to leave their universities, which are appropriately aligned with the unique characteristics of institutions, are crucial for higher education institutions in the process of making and implementing policies on attracting and retaining talented and skilled staff to increase productivity, lower organizational costs, and reduce employee turnover (Horvat, 2004; Park & Shaw, 2013; Musah & Nkuah, 2013). The research is more meaningful given the fact that while turnover intention of employees is well-known and greatly researched as a social phenomenon, there are no models that can solve satisfactorily every case since the studies on this theme are high in volume and diverse in content, and the integration between the studies is limited (Muchinsky & Morrow, 1980; Steel & Lounsbury, 2009). Plus, regarding cultural features of an organization, despite the fact that each cultural term occurs in organizational settings, the way it occurs, the forms it takes, and the importance it has are considerably different.

Last but not least, this study is especially meaningful for the university to be selected as a case study since it reflects specific issues in this organization. The information gained from this study then can help enhance the institution's ability to increase its long-term sustainability; therefore, the results

could aid the institution in becoming more involved with its community by providing solid human and other resources needed to enhance community activities due to the possession of qualified faculty. The contributions of this research are even more influential given the fact that the institution chosen is one of the two leading universities of Vietnam for teacher training nominated by the government.

1.7 Key concepts and scope of the study

There are many different definitions of organizational culture. Some researchers like Peters and Waterman (1982), Wiener and Vardi (1990), Gordon and Tomaso (1992) considered shared values, what the members of the organization regard as the standards and rules they must follow, as the representative for organizational culture. Besides, Gordon and Tomaso (1992) thought organizational culture is made up of the beliefs and norms of behavior (Gordon & Tomaso, 1992). Wilson (1992) and Cui and Hu (2012) had the focus on the artifacts of organizational culture such as its symbols, rituals, and myths. Schein (1992), on the other hand, regarded basic assumptions as the main representative for organizational culture. Duncan and Weiss (1979), Seihl and Martin (1984), Sathe (1985) also hold the similar view. In this research, organization culture is defined as the artifacts, shared values, beliefs and norms of behaviours and basic assumptions, in which basic assumptions are considered "essence of the culture" as Schein (1992) mentioned. The inclusion of all elements is to help understand organizational culture comprehensively, which is more deeply analysed in chapter 2.

As for turnover intention in this study, it relates to the situation that employees voluntarily intend to leave the organization. The emphasis on "voluntarily" factor is to highlight the focus of this study which is the influence of organizational culture on faculty turnover intention. In other words, the intention to quit is formed by the lecturer himself/herself as a result of the organizational cultural experience rather than being forced from any side. This definition is similar to the understandings of the turnover intention of some researchers such as Cotton et al. (1986), and Tett and Meyer (1993).

Physically interview data of this study are gathered from only one public university in Vietnam. In addition, the participants of this research are academic faculty who specialize in teaching and research but are not in charge of administrative tasks as main part of their job. These are the forces directly training high-level human resources for the society and account for the majority of the university's total personnel. In other words, organizational culture is viewed only from the faculty's perspective

while other stakeholders' are not taken into account.

Besides possessing unique features, the culture of an institution is also shaped and influenced by a national system of higher education such as the division of higher education institutions into research universities and applied science universities and a national context (Smerek, 2010). However, this research does not provide a detailed analysis of the impact of the national situation and the higher education system of the country on the culture of institutions mainly because it is the influence of the culture of the institution on faculty turnover intention that is the focus of this study. There are various factors contributing to the formation of culture of an institution and the national setting or national education system is just some of them. The influence of these factors on organizational culture can be seen indirectly through faculty's reflections on the organizational culture of their institution.

Although the research does not focus on the influence of the national higher education system on the organizational culture of the institution, the provision of basic information about the system is necessary for a deep and proper understanding of faculty's reflections on the institution's culture and turnover intention especially in case they attribute the existence of some features in the university to this system.

1.8 The context of the national system of higher education

During feudal times, Vietnam was dominated by the Chinese imperial regimes. Consequently, Confucianism from China had profound influences on education of Vietnam. In 1070 under the Ly Dynasty, Van Mieu (the Temple of Literature) was built as a place of worship for Confucius, sages and scholars. Later in 1076, Vietnam's first university, Quoc Tu Giam or Imperial Academy, was established within the temple to educate sons of dignitaries about Confucianism (Tuyen & Le, 2004). Between 1442 and 1770, Quoc Tu Giam produced 1,307 graduates, including 82 who received doctorates (Pham & Fry, 2004). Besides Confucianism, higher education of Vietnam has also been under the influence of Buddhism and Taoism which were predominant in these times (Khanh, 2009).

At the end of the 19th and first half of the 20th century, the French colonized Vietnam. The feudal system of higher education was replaced by a French colonial system. Higher education institutions were gradually established in small numbers to serve the colonial apparatus. At the most prosperous period of the French colonization, the whole of French-colonized Indochina had only three universities (of Law, Medicine-Pharmacy and Sciences) located in Hanoi, Vietnam with 834 students,

of which 628 were Vietnamese (World Bank, 2005). French colonialism in Vietnam lasted for about seven decades, from 1880s to the mid-1950s, and during this period higher education institutions of Vietnam increased slowly in terms of quality and quantity (World Bank, 2005).

In 1954 Vietnam gained victory against France in the North. Then the Soviet Union assisted Vietnam with building a new higher education system. Undeniably, with this support, Vietnam had more improvements in human and institutional resources, but it also resulted in the establishment of too specialized institutes as well as centralized management higher education institutions (Anthony, 2010). In the South of Vietnam, higher education institutions were still under the influence of the French model for a few years. When America became more involved in the war, an American influence on higher education became apparent. In comparison with the model of the North, a higher education system developed in the American style "reflected a more Western institutional style, exhibiting a more comprehensive organizational pattern" (Anthony, 2010, p. 202). Accordingly, the South of Vietnam witnessed the operation of various types of higher education institutions ranging from private higher education institutions to community colleges across the region.

In April 1975, Vietnam gained independence and reunified the country. On the threshold of a new era, the government focused on removal of leftover influences from the old education system (World Bank, 2005). Vietnam's higher education system was restructured and was strictly controlled by the state (World Bank, 2008).

In December 1986, the National Congress of the Communist Party of Vietnam passed a policy package of economic reform. With this policy, Vietnam shifted its economy from the centralized planning system to socialist-oriented market mechanism (World Bank, 2005). Due to this reform, higher education institutions became more diverse with participation from the private sector. Higher education institutions were allowed to make their training plans and use financial sources. However, the impact of this reform on higher education truly started in 1993. On November 24th 1993, the government issued a landmark decree (Decree 90) that stated a "strong commitment of the state to the unification and restructuring of its higher education system" (Hayden, 2005). This decree identified five universities to be the core of the reform of higher education including Vietnam National University - Hanoi, Vietnam National university - Ho Chi Minh City, Hue University, Da Nang University and Thai Nguyen University. With aid and investment from the state, Vietnam's higher education system expanded and this growth since then "has transformed it [Vietnam's higher

education system] from an elite system to one that provides opportunities for participation by a wider cross-section of the population" (Don & Roelien, 2010, p. 183). In this year, as a result of the reform the first private university of Vietnam, Thang Long University was officially established.

In 2015-2016 academic year Vietnam had 442 higher education institutions in which the number of public institutes is 352 and that of non-public institutes is 90. These institutes trained 2,202,732 students (MOET, 2016). Presently higher education in Vietnam has four levels including college, undergraduate, master and doctorate. Higher education institutions in Vietnam encompass junior colleges, colleges, and universities (World Bank, 2005). Junior colleges (called Cao Dang in Vietnamese) are those which offer three-year training programs while universities and colleges offer four-to-six-year undergraduate programs, some of which have master as well as doctorate programs.

So far important fields in public higher education institutions (except for the two national universities, Vietnam National University - Hanoi, Vietnam National university - Ho Chi Minh City) such as training programs, curriculum frameworks, enrolment quotas, tuition fees, expenditure norms and capital expenditure have been still made by the state. Nonetheless, as a result of the enforcement of new laws and regulations, there has been an increase in self-governance in higher education institutions. Higher education institutions could actively increase the number and types of training programs to meet the increasing needs of society. They are allowed to merge or establish departments/schools within their organization as well (Pham & Fry, 2004). Moreover, the increase in managerial self-governance is also reflected in authority of higher education institutions to use different financial sources, especially those which are not from state funding such as donations and research contracts. The allocation of internal resources among and within different faculties was also decided by higher education institutions (UNESCO, 2014).

With regard to the external environment, compared to previous periods when higher education institutions almost closed their doors to external stakeholders, over the last decade higher education institutions have witnessed a slight increase in the participation of external stakeholders in some certain spheres (Don et al., 2010). Due to a regulation issued in 2011 by the Ministry of Education and Training (MOET) (Thu Vien Phap Luat, 2011) on the opening and cancellation of undergraduate study program, besides the traditional presence of the Ministry of Education and Training, there has been participation of local governments in collectively assessing the capacity of higher education institutions for opening study programs. Although the stakeholder guidance is also from the public

actor, it is undeniable that this involvement to some extent "facilitates the participation of social actors, encouraging learning about the process of higher education instead of looking at only its surface" (Pham, 2001, p. 56). In addition, there is the presence of external guidance in the field of quality assurance.

In summary, Vietnam's higher education has a long history with many marked changes which have been caused by national strategies and external impacts. As a consequence of foreign influences, until now traditional Vietnamese higher education institutions have still been "heavily influenced by the "ivory-tower" education from the ancient Chinese, the "academic" education from the French and the strong research oriented higher education from the former Soviet Union" (Pham, 2001, p. 55). Also, it is worth noting that although Vietnam has been greatly influenced by foreign factors, it is very distinctive in its culture, traditions and beliefs (Borton, 2000). Another feature of Vietnam's higher education system is that the majority of higher education institutions are public. Perceiving these typical features will facilitate a better understanding of culture of higher education in Vietnam.

1.9 Structure of the study

Chapter 1 introduces the research topic together with the objectives that the research aims to achieve. General information on the research approach and the contributions of the study are also provided. Chapter 2 presents some concepts related to the research topic particularly organizational culture, turnover, turnover intention and their relationships. Also, it analyses theories concerning the research topic and reasons for the choice of the theory. An analytical framework used in this research is also included in this chapter. Research methods used to explore this topic are mentioned in Chapter 3. In this chapter the strengths and limitations of various methods which are employed in this research are also analyzed. This chapter, besides, covers the validity, reliability, ethical issues, limitations of this study, and the measures taken to address them. Chapter 4 presents data and data analysis. A summary of the participants' information and the use of thematic analysis are also presented. Based on the analysis findings, Chapter 5 discusses the themes of the research. Reflection is given to the findings in comparison with existing literature. The final chapter is the conclusion of the study. In this chapter, besides the summary of the research, the contributions of the study to knowledge and practice are reviewed as well. In addition, this chapter also presents other findings and offers suggestions for addressing the problems that the research reveals. The limitations of the current study and implications for future research are also provided in this section.

Chapter 2 – Theory and Analytical framework

2.1 Organizational culture

2.1.1 Definitions of organizational culture

In general, when attempting to introduce a large number of organizational culture concepts in place, researchers categorize them into certain groups. This arrangement is based on an examination of what factors are chosen as the core of and representative for organizational culture.

Some focus on shared values such as Peters and Waterman (1982), Wiener and Vardi (1990), and Gordon and Tomaso (1992). In the work named "In Search of Excellence", Peters and Waterman (1982) saw these values as a core element of organizational culture, which helps organizations create their own strengths when competing with other units. This is because, according to the authors, shared values guide the formation of core concepts and ideas that the organization bases on to shape and develop. The importance of shared values is great for the people in the organization while it can be intangible or ambiguous to outsiders. Similar to Thomas Peters and Robert Waterman, Wiener and Vardi (1990) also defined culture as a set of shared values that the members of the organization regard as the standards and rules they must follow. Likewise, Gordon and Tomaso (1992) considered organizational culture to be formed by various values, which are shared and sustainable, and created during organizational development. In terms of sharing, Gordon and Tomaso (1992) argued that it refers to the degree, similarity, and intensity of values that exist in the organization.

Along with shared values, organizational culture is also said to be made up of beliefs and norms of behavior because these three elements are indivisible together (Gordon & Tomaso, 1992). The recognition of the existence of shared values also means the acceptance of the presence of the others. To be specific, researchers defined organizational culture as a pattern of shared values and belief, (Deshpande & Webster, 1989) and attitudes, behavior, and practices (Warrick, 2015). They are the very typical character of a group of people (Warrick, 2015) or help people be aware of organizational functioning, and so they give members of the organization norms for behavior in the organization (Deshpande & Webster, 1989). Bower (1966) defined organizational culture simply as "the best way of doing things", and Deal and Kennedy (1982) also had a similar view toward this type of culture when seeing it as a set of informal rules that inform behavior. From a social perspective, this coexistence lies in the fact that stable long-lasting beliefs create some various values and ultimately

result in behavior. The set of values, beliefs and behavior patterns all together form the core identity of an organization (Dension, 1984; Kono & Clegg, 1998).

There are also studies that consider organizational culture as something able to be understood in either interpretive terms, where the understanding of its symbols, rituals, and myths is focused on, or structural terms, where the understanding of the arrangement of an organization is concentrated on (Wilson, 1992). In other words, the focus is on the artifacts of organizational culture. Obviously, the factors related to artifacts are favourable since it is not difficult to identify them (Cui & Hu, 2012). Without emphasizing matters related to management systems or intangible elements in general, many researchers use elements that can be heard and viewed to study organizational culture. The myths, stories, legends, rituals, and routines also serve as additional evidence to help members have a stronger belief in what should be maintained and developed within the organization (Jermier et al, 1991; Kuratko et al., 2011). Sadri and Lees (2001) argued that the myths, stories, legends that make organizational culture, which itself is abstract, become more concrete and tangible, facilitate preserving culture and sharing it with next generations and new members. Consequently, the conservation and development of organizational culture are ensured. The similarities can be found in rituals and routines. They can be formal such as internal training programs as well as selection and promotion processes (Johnson, 1987), or informal such as the Christmas party and retirements (Kuratko et al, 2011); reflecting how the organization desires to operate.

However, some researchers like Schein (1992) argued that an organization's culture is much more complicated than this. Apprehending it requires the examination of assumptions which exist behind the knowledge and values. Hence, he regarded basic assumptions as the main representative for organizational culture. This idea is also shared by other researchers such as Duncan and Weiss (1979), Seihl and Martin (1984), and Sathe (1985). As the typical representative for the researchers in favor of basic assumptions, Schein (1992, 2010) gives a definition of cultural organization, which is widely accepted and used. In his view, "Organizational culture is a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 2010, p. 18). According to Schein (2010), these assumptions originally are values and over time become so well-ingrained that they are influential to the beliefs and actions of individuals. These assumptions guide decisions on how an agency is organized, how it introduces and implements its development strategy, how it

selects and manages personnel, and how it meets the requirements of different stakeholders (Meyer et al., 2003).

Even though organizational culture is defined from different lenses, according to the current literature, all these definitions have an important role to play in their respective fields. However, different elements chosen as representatives for organizational culture themselves have certain limitations which may hinder the thorough and complete understanding of organizational culture. As for assumptions, despite the fact that they are powerful, normally it is difficult to identify and articulate them. The old adage, "fish discover water last", is perfectly right for them (Meyer, et al., 2003, p. 3). Some things become unrecognized since they are so conspicuous. Moreover, due to the unseen characteristics of basic assumptions, the construction of quantitative dimensions and items to create a reliable and valid measurement then is very challenging (Cui & Hu, 2012). Compared to other features, the symbols are tangible. In Davis (1984)' phrasing, it is possible to "get your arms around them." For the visible and audible features, they attract researchers. However, the ability to have proper understanding and analysis of the culture through only these objects is doubtful. Owing to the meaning and measurement, the shared values are believed to be the most accepted aspect when conducting the examination of organization culture (James et al., 2008), yet it is uncertain that they are consistent with the values actually spread through the actions of those within the organization (Schein, 2010).

It is also worth the attention that, while defining organizational culture, scholars such as Schein (1992) and J. Steven Ott (1989) used the word "group" to describe the social units of all sizes. Group is used to refer to any group of people from a country to a team. While the size is not important, the significant role of the group lies in the fact that it is expected to constitute specific cultures. He argued that group formation and cultural formation have many similarities. This is because the essence of group identity is the shared patterns of sharing of thoughts, beliefs, emotions, and values - the things that come from shared experiences and learning that create the type of common assumptions, which Schein (1992) considered to be the true culture of the group. He summed up this relationship in a sentence "Without a group, there is no culture" (Schein, 1992, p. 72).

Research on organizational culture also shows that there are many different concepts such as norms, values, behavior patterns, rituals, traditions, and so on used to describe culture of organizations, but the term culture is still used without replacement in literature for various reasons. The concept of

culture implies "structural stability, depth, breadth, and patterning or integration" (Schein, 2010, p.16). Culture means stability besides the sharing among group members, and this stability defines the group. Culture is so deep that its core values are unlikely to be manifested explicitly, which requires exploration of deeper layers that are not obvious and hard to see. Schein (1992) also showed the relationship between the two features that is "when something is more deeply embedded that also lends stability" (Schein, 1992, p. 16). Culture is broad because it affects every aspect of the group. Culture is patterning or integration. Otherwise stated, it takes different elements into a larger paradigm or "Gestalt" and places them in a deeper level. This feature is considered the essence of culture because culture implies putting rituals, climate, values, and behavior into a coherent whole. And according to Weick (1995), this feature, which is developed from the human need, helps our environment be as sensible and orderly as we can.

2.1.2 Dimensions/Components of organizational culture

Since the concept of organizational culture and its relevant elements are complex, sometimes ambiguous, and implicit, understanding as well as describing it and factors involved are difficult and controversial (Stakes, 2010). In an attempt to reduce the natural and contextual complication of organizational culture, many researchers have looked into this theme through different dimensions.

According to Harrison (1993), the four dimensions namely power, role, achievement, and support hold influential positions amongst dimensions of organizational culture. Power is defined as the authority to access resources, which are not for everyone. The role is the tasks that people must take as assigned in their job description while achievement refers to methods to gather people together to gain the goals set by the organization. As for support, it is understood in the sense of shared vision between the agency and its employees (Pirzada et al., 2013).

Other researchers found that the dimensions that directly relate to organizational management are important. Specifically, Johnson (1987, 1992) took notice of the control or management systems, and Wilson (2001), Barney (1986) and Martin and Terblanche (2003) saw this type of culture as being made up of established organizational systems and domestic power structures. When referring to these systems, these researchers referred to all elements of running an organization such as salary and bonus policies and organizational planning.

Apart from dimensions related to organizational leadership and management, other dimensions are also considered important by some scholars such as communication, trust, and innovation (Denison & Mishra, 1995), the collective will of the members within the organization (Sackman, 1992), informal socialization processes (Wilson, 2001), and the importance of the external business environment (Deal & Kennedy, 1982).

In a survey to measure organizational culture, Denison (1990) gave twelve dimensions, which are placed under four general headings. To be specific, in the category of mission there are three dimensions including strategic direction and intent, goals and objectives, and vision. The aspect of consistency has core values, agreement, coordination and integration. Regarding involvement, it encompasses empowerment, team orientation, capability development; and in case of adaptability, it consists of creating change, customer focus, organizational learning.

Companies are also involved in finding dimensions of organizational culture. A German publisher in selecting to award prizes to a number of companies for "individual models of excellence in developing and living a corporate culture" (Sackman, 2006, p. 43) has introduced ten dimensions that are considered important for culture of the organization. Ten dimensions used as criteria for evaluating companies include common goal orientation, corporate social responsibility, commonly-held beliefs, attitudes and values, independent and transparent corporate governance, participative leadership, entrepreneurial behavior, continuity in leadership, ability to adapt and integrate, customer orientation, and shareholder-value orientation. These dimensions encompass both matters of internal integration and endurance in the external environment. This selection showed that the organizational culture of these companies has contributed to their success and also put "them in a strong position as they face challenges to come" (Sackman, 2006, p. 45).

2.1.3 Organizational culture in higher education

It is said that the study of the organizational culture of higher education institutions was officially recognized in the 1960s with the emergence of large research projects focusing on it (Clark, 1963; Clark & Trow, 1966). At this time, some researchers viewed a university as a subculture with its own customs, traditions, and interests, and the study of a university's culture as research on a primitive tribe or a modern community (Riesman & Jencks, 1962). Nonetheless, the study of the organizational culture of universities in particular and the culture of organizations in general only truly became prominent with the attention of many researchers and the introduction of various research works at

the end of the 1980s (Allaire & Firsirot, 1984; Barley, et al., 1988; Denison, 1990).

According to Kuh and Whitt (2000), organizational culture has many forms and collegial culture is one of them, which can be defined "as the collective, mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus" (Kuh & Whitt, 2000, p. 162). In this study organizational culture is understood as all organizational factors from artifacts to the deeply embedded patterns of organizational behavior and the shared values, beliefs, ideologies and basic assumptions that faculty have about their organization. Amongst them, the most important is basic assumptions. Other factors also represent organizational culture but the interpretations must be based on basic assumptions.

Many studies also reflect the fact that the culture of higher education institutions possesses unique features, which makes it impossible to equate this culture with corporate culture in other organizations in other fields (Stakes, 2010). At organizational level, undeniably there are some similarities between higher education institutions and other organizations like companies, state agencies, and non-governmental organizations such as both being structured with managers and staff (Stephens & Graham, 2010). However, research on the culture of professional organization illustrates that there are multiple differences between characteristics of higher education institutions and those of their industrial and commercial counterparts (Meek, 1988; Hannan & Silver, 2000). The tradition of academic freedom and the continuous departure of students can cause organization members to feel less invested in the culture of the organization (Richard et al., 2018). Compared to other organizations, the culture of higher education institutions is believed to be more complex (Dill, 1982). This complexity, according Meek (1988), can cause cultural clash. From this cultural complication, Peters (1987) said that higher education institutions exist and grow in a culture of anarchy and considered their culture as a culture of chaos.

Besides some typical features such as the degree of investment in culture from the organization members and complication, according to Alvesson (2004), in terms of the nature of work and the styles of management and leadership, knowledge-intensive organizations such as universities also have other seven major features different from others' as follows. First, employees of these agencies carry out activities related to knowledge, using their symbolic and intellectual abilities in their work. Compared with other organizations, levels of employee autonomy are high and hierarchical divisions

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are almost non-existent. Third, the organizational forms are flexible, adaptable and impromptu. Fourth, there are many communication needs to help coordinate and solve problems since the level of ambiguity is high. Fifth, these organizations are aimed at consumers, especially professional service companies. Sixth, due to the expert's position, there is an imbalance between information and authority. Seventh, evaluation of quality of work results is subjective and ambiguous. In addition to these seven features of knowledge organizations, Alvesson, (2004) also presented another probable characteristic of culture of knowledge-intensive organizations that is the ability to adjust identities. Managers take responsibility for adjusting the identities of the employees, but the employees themselves do not feel satisfied with the given identities. That is why managers must maintain, develop, and change identities, which has become part of their management.

Like many studies on the organizational culture of companies, other public and private organizations, research projects on the organizational culture of universities usually categorize organizational culture into different groups. This is intended to make it possible to compare cultures among institutions as well as among smaller units within an institution. In addition, this is an important practical step to support the establishment of quantitative cultural assessment tools, which often make cultural assessment easier and larger in terms of the number of participant institutions. In general, this conceptualization is done in two main directions (Cai, 2008).

The first track is to identify important dimensions of the institutional culture of the university and to use these dimensions to understand organizational culture. Cooke and Rousseau (1988), Schein (1992), and Ellett et al. (2003), are among researchers who used this method. Specifically, Ellett et al. (2003) considered the organizational culture of an academy as consisting of three dimensions including quality of supervision/leadership, collegial sharing/ support, and professional commitment. Chris and Michael (1993) said that in the field of higher education dimensions of culture might encompass leadership style; the ways to answer and make a phone call within the organization; willingness to provide personal tutorials; the way staff spend their lunch time; comments given to learners; the way guests are greeted when visiting the institution; teaching styles; orderliness in offices; decorations in the loos; and the number of objects on the walls. All of these may reveal the organizational culture of an academic institution (Chris & Michael, 1993). One of the most well-known researchers on institutional culture is Tierney who introduced six dimensions of the organizational culture of the university, which covers many important issues of the university' life (Tierney, 1988). These six dimensions include environment, mission, socialization, information,

strategy, and leadership.

As for the other track, researchers formulate typologies of institutional culture. For instance, Bergquist and Pawlak (2008) introduced the six cultures of higher education institutions, which are situated in a historical and cultural context. They are Collegial, Managerial, Developmental, Advocacy, Virtual, and Tangible culture. Managerial culture, for example, discusses the administrative side of higher education institutions. The goals and purposes of the institution and values efficiency, effective supervisory skills, and fiscal responsibility are highlighted (Adrianna & Peter, 2002). Likewise, McNay (1995) divided academic culture into four groups namely Collegium, Bureaucratic, Corporate and Entrepreneurial. One of the significant differences, however, is that these cultural forms are considered in relation to the loose-to-tight policy definition and operational control. For example, the Collegium style belongs to the loose /loose control sector while the Corporation style is in the tight/tight control sector. All the styles of culture are present in a university but the levels of influence of each one on the organization is different. Furthermore, there is another typology devised by Sporn (1999), which places the culture of higher education institutions into two types: strong and weak. Culture is considered strong when there are shared values, strong norms of behavior and willingness of faculty to obey these norms. In contrast, culture is weak since it has disagreement about main values, a lack of norms and violation of written and unwritten norms of behavior at university (Antic & Ceric, 2008). In other words, the culture of an organization is considered as strong when its members are attached to each other and have shared underlying values, assumptions, meanings, and understandings as well as when the organization has experienced difficulties. In contrast, the culture is weak when it has frequent changes of members, its members do not spend much time working with each other, and it has not faced any challenges. According to Bartell (2003), strong culture not only helps to reduce conflicts in individual views and attitudes within the organization but also enables individuals to improve the quality of decisions and solutions made. Strong culture has make contributions to the effectiveness of the organization in this regard (Cameron & Ettington, 1988).

2.2 Turnover intention

2.2.1 Definitions of turnover intention

In the literature regarding organization and behavior, turnover intention of employees is amongst the themes of considerable interest (Maier et al., 2013). Contrary to actual turnover, turnover intention is

ambiguous as it refers to employees' attitudes towards the organization. Staffelbach (2008) also agreed that "intentions are a statement about a specific behavior of interest".

As per Tett and Meyer (1993), turnover intention is "the conscious and deliberate willfulness to leave the organization". Lacity et al. (2008) regarded turnover intention as "the extent to which an employee plans to leave the organization". Hussain and Asif (2012) viewed turnover intention as the dominant mental behavioral decisions made by employees on continuing to work for or leaving the present organization. Turnover intention, according to Cotton and colleagues, is defined as an employee's recognized likelihood of staying or quitting the current workplace (Cotton et al., 1986). Carmeli and Weisberg (2006) regarded turnover intentions as three particular stages in the withdrawal cognition process including thoughts of quitting the present job, the intention to seek a different job, and then intention to leave. Long et al. (2012) considered turnover intention as the possibility that employees will quit their job, which is categorized into the distinction of voluntary and involuntary, as well as the functional or dysfunctional. The organization is influenced by turnover intention of employees, each type of which has various degrees of impact.

Based on the nature of turnover intention which mainly refers to the plans or aims of departing the present agency, Liu and Onwuegbuzie (2012) gave alternative terms for it such as intent to leave, intention to leave, and propensity to leave. Similar terms are also found in other studies such as turnover intent and intention to quit (Pauline & Henha, 2017). In this research, these terms are used interchangeably with the same meaning as described in section 1.7. "Key concepts and scope of the study" and do not imply any differences.

Among studies on turnover intention, a large amount of attention has been given to the relationship between turnover and turnover intention (Mobley, 1977; Hom & Griffeth, 1991; Griffeth et al., 2000). Although these two topics are often measured independently, they are considered by many scientists to be correlated. The importance of turnover intention for research on actual intention has been widely acknowledged with scientific and practical evidence. Researchers acknowledged that this intention has direct causal effect on turnover decision (Bedeian et al., 1991; Zhou &Volkwein, 2004; Addae et al., 2006; Xu, 2008; Hassan & Hashim, 2011; Park, 2015). Actual turnover is supposed to increase when turnover intention inclines (Staffelbach, 2008; Kaur & Mohindru, 2013); or generally speaking, employee's perception and evaluation of job changes can be captured by turnover intention (Mobley et al., 1979; Meyer et al., 2000). In examination of the relationship between actual turnover and

turnover intention, the turnover intention of staff is regarded as one of the most significant indicators and the most powerful predictor of actual turnover in organizations (Mobley et al., 1978). The relationship between employees' plan to depart from their workplace and their actual departure is supported by the attitude-behavior theory, which states that one's aim to exhibit a certain behavior is the immediate determinant of that behavior (Fisbein, 1975). In other words, turnover intention is the strongest and interesting predictor of actual turnover (Ramli et al., 2014). Thus, to study actual turnover, one of the feasible and reliable methods is to investigate the determinants of turnover intention (Adi, 2016).

In addition, some researchers present the relationship between actual turnover and turnover intention in the way that turnover intention is part of actual turnover, which is considered as a process. This idea were given in the research by Nyamubarwa (2013), in which this author suggested that the intention to leave an organization is recognized as part of a series of steps in the psychological withdrawal of an employee from the job process. The perception of turnover intention as a step in the process of quitting a job also receives advocacy from other scholars such as Auerbach et al. (2013), who stated that actual turnover is a process that consists of thinking about quitting, then seeking a new job, and eventually actively searching for new workplace in advance of actual turnover.

Many researchers also consider turnover intention as a form of actual turnover and this idea is developed when scholars divide turnover into two main categories namely voluntary and involuntary (Hom & Griffeth, 1991; Abbasi & Hollman, 2000; Lambert, 2001). Voluntary turnover occurs when employees take the initiative to quit the organization (Masoga, 2013) while involuntary turnover refers to the departure due to reasons beyond the employee's control (Brown, 2009). As for voluntary turnover, the decision and control are from the employees themselves (Masoga, 2013). In other words, in most cases the employees know and have preparations for their leaving a job while the situation is not the same to their employer. That is why voluntarily exiting an organization is also defined as turnover intention (Nazim, 2008).

Due to the relationship between actual turnover and turnover intention, the present study focuses on turnover intention itself, rather than actual turnover. An employee's decision to quit an organization can lead to harmful consequences for the organization and other stakeholders with varying degrees and forms. Therefore, it is essential to know the predictors of this phenomenon to take timely and effective measures to reduce or prevent it, or cope with the consequences of employees' leaving (Low

et al., 2001). Not only actual turnover but also turnover intention with high levels causes an organization to decrease morale, provide ineffective services, and deteriorate attempts to restore the quality of services (Karatepe & Shahriari, 2014). In addition, the use of turnover intention derives from other reasons concerning practicality and feasibility when conducting research. In particular, it is difficult to directly explore the turnover process due to unknown reasons for employees leaving their organization, which results from the inability to reach people who already left the organization and ended up in various places. It is not only feasible but also meaningful when using turnover intention as it is still able to change the ideas of those who intend to leave the organization, especially once the organization has the awareness and effective interventions (Adi, 2016).

Not exactly like actual turnover, turnover intention is not something that is clearly expressed but rather a specific behavior of interest (Berndt, 1981), the reflection of the possibility that an employee will leave his or her present job in the future (Sousa-Poza & Henneberger, 2002), and an early forerunner of actual turnover (Adi, 2016). Another point which is in need of attention is that there is a difference between the probability that an employee may stay at or leave the organization and his or her actual action. Hence, it is advised that people not confuse between the probability of the action with the action itself (Udechukwu & Mujtaba, 2007).

2.2.2 Determinants of turnover intention

A great deal of research shed light on what causes turnover intention of labourers when examining organizational, social and psychological matters such as one by Szilagyi (1979), Mobley (1982), Arnold and Feldman (1982), and Khatri et al. (2001). According to researchers, there are a number of factors that affect an employee's intention to leave the workplace. Some pertain to personal issues including employee's attitude and potential, and self (Berry, 2010), employee's own assessment of job-related organizational decisions, job satisfaction, experience in the organization, demographic variables, family size, commitment (Cotton & Tuttle, 1986), employee engagement (Schneider & Macey, 2008), positive feelings and trust (Maertz et al., 2007). Many other factors are relevant to the management systems and leadership such as appraiser, management, organizational configuration (Berry, 2010), compensation, union (Cotton & Tuttle, 1986), job enrichment, job stability (Luna-Arocas & Camps, 2008), job prospects (Munasinghe, 2006), pay compensation (Heckert & Farabee, 2006), social support of the supervisor (Noe et al., 2006), and organizational politics (Byrne, 2005). In addition, relationships with colleagues and the attraction of the work environment outside the organization in which an employee is working also affect whether the employee intends to remain

attached to or leave the current organization (Berry, 2010).

Based on these determinants, many scholars introduced different models such as March and Simon Model, the Price Model, and the Mobley Intermediate Linkage Model in the study of turnover intention (Steel & Lounsbury, 2009). Most of these models are designed to explain the different relationships between work-related determinants such as salary, leadership, peer relationship and promotion policies as well as the impacts of job factors on turnover and turnover intention of employees (Udechukwu & Mujtaba, 2007). In general, these models reflect the diverse situations of turnover intention of various subjects such as employees, managers or certain groups from a variety of perspectives, for example, economy, psychology and demography.

Although there are various models of turnover and turnover intention which were formed based on determinants of turnover intention, it can be said that no models can fully and comprehensively reflect all elements of turnover intention and actual turnover because of the complexity and diversity of the matters. These phenomena vary according to contexts, which makes it difficult to construct a model that can be applied to every situation.

2.2.3 Turnover intention in higher education

Turnover intention is an issue any organization has to face. Most researchers exploring this topic in higher education institutions focus on factors causing this phenomenon as well as the degree of influence of these factors such as and Surbhi (2013), Moy (2015), Amran, et al. (2015), and Saraih, et al. (2017). When investigating this phenomenon in the context of higher education institutions, Candle (2010) put a variety of factors that cause the turnover intention of faculty members into three groups including leadership/organization-related factors, faculty-related factors and external environment-related factors.

Organization-related factors specifically university-related ones are varied, depending on typical features of the educational environment. These factors have an important influence on the attitude of employees towards the organization (Shapira-Lishchinsky, 2012). Specifically, class size, class composition, teaching hours, teaching materials, and facilities are those that directly affect actual turnover and turnover intention of faculty members. Furthermore, studies show that faculty tend to have high turnover intention or quit the organization if the class has many minority students, students with special needs and/or high proportions of low achievement students (Falch & Strøm, 2005). In

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addition, the lack of interpersonal communication at work, increased incidence of research rejection, little opportunity for research, untested teaching strategies, and disputes over educational standards are considered as leading causes for actual and intentional turnover among faculty members surveyed (Adi, 2016). One of the most frequently mentioned organizational factors in research on this subject is wages. In fact, it is common that lecturer salaries are not high compared to many professions. Some scholars believe that this is not a direct factor influencing the actual turnover and turnover intention of academic staff and that many individuals are willing to receive lower wages in return for a better work environment (Falch & Strøm, 2005). Conversely, some hold the belief that although not as important as other factors, the salary factor also has a significant effect on the turnover intention of the instructor, particularly when it is compared to the salary levels of both non-academic agencies and other academic institutions (Adi, 2016). Higher salaries are believed to minimize the probability of faculty's leaving (Labatmediene, 2007; Candle, 2010).

Lecturers must undertake various tasks depending on the specific environment; yet in general, in addition to teaching and research, they also have to undertake other administrative tasks such as writing reports and organizing conferences. Too much work puts them under pressure and often causes them to feel stressed (Adi, 2016). Stress is a cause of many problems such as loss of trust in the organization, reduced productivity, dissatisfaction with the job, the possession of turnover intention and then actual turnover (Ramli et al., 2014). Occupational stress among university academics especially in the Western countries has been mentioned by multiple studies. For instance, when examining Australian universities, Gillespie et al. (2001) indicated a considerable increase in stress among university faculty over five years as a result of their suffering from different elements encompassing lack of funding and resources, work overload, ineffective management practice, job insecurity, poor recognition and reward system, role erosion, role overload, and role ambiguity. In addition, other faculty-related factors such as the level of commitment to the organization and low job satisfaction also increase the likelihood that faculty members will departure from the organization (Labatmediene, 2007). Ages are also considered to be one of the contributing factors in the formation of turnover intention or in actual turnover. Young lecturers who are dissatisfied with the work environment are thought to be more likely to have turnover intention or to leave for places which recognize their contributions and care about their well-being (Quan & Cha, 2010; Oskarsdottir, 2015). Pamu (2010) argued that turnover intention or actual turnover is significantly reduced if there is a fear of losing jobs among faculty even if they are not satisfied with the current workplace.

Other factors pertinent to turnover intention or actual turnover of faculty members are related to the external environment. The external environment may be multiple positions being recruited which match the ability and interest of faculty (Adi, 2016). Many researchers such as Mobley et al. (1979), Zhou and Volkwein (2004), Xu (2008), Abdul and Ramli (2010), Ali Shah et al. (2010), and Yan et al. (2015) agreed on the fact that external environment has impact on intention to leave the institution of faculty. Sudhashini et al. (2016), in a study to explore factors causing lecturers' turnover intention, identified four main external factors also called external pull factors which contribute to faculty turnover intention including job opportunity, compensation, working location and university image. Faculty members are pulled by job opportunities in other institutions due to the thought that these organizations can better meet their needs (Ahmad & Riaz, 2011; Dardar et al., 2012). In addition, it is possible that faculty find dissatisfied with their current compensation when comparing it with the amount provided by other institutions (Govindasamy & Jayasingam, 2010; Owence et al., 2014; Rahimi et al., 2013; Zakaria et al., 2014). Additionally, prestige of a higher education institution also makes lecturers think of leaving their current workplace to enjoy the better reputation of other institutions when joining their faculty (Matier, 1990; O'Meara, 2014). Besides, the location of an institution with its features such as in the city center or in a countryside also results in the mobility of lecturers (Yan et al., 2015).

2.3 Organizational culture and turnover intention in higher education

In the late 1980s and thereafter, there have been more studies on organizational culture which provide convincing evidence that the culture of an organization can significantly impact performance, morale, job satisfaction, employee engagement and loyalty, employee attitudes and motivation, turnover, turnover intention, and efforts to attract and retain talented employees such as research by Kerr and Slocum (1987), Hansen and Wernerfelt (1989), Denison (1990), Kopelman et al. (1990), Schein (1992), Sheridan (1992), Fisher (2000), Saeed and Hassan (2000), Chow (2001), Martins and Martins (2003), Lok, et al. (2007), and Samad (2007). For instance, Kerr and Slocum (1987) and Kopelman and colleagues (1990) mentioned the fact that different agencies have the variation in employee attachment may be due to the effects of various cultural values on the organization. This is because, according to academics, the culture of the organization influences various factors that are directly related to the retention or departure of employees such as promotion policies, reward systems and professional training schemes (Sheridan, 1992).

Research on the relationship between organizational culture and the turnover intention of employees is done in many different ways. Some use the generic approach which means the examination of the influence of culture in general on the turnover of employees. This approach can be found in the study by Charles O'Reilly and his colleagues (1991) and Paul McDonald (1993). Basically, these authors investigated the cultural values of the organization in general and the personal ones of the worker through a number of selected values. Then they compare these two groups of values. The conclusion is that the individual tends to be more attached to and less likely to leave the organization when the cultural values of the organization is similar to those of the individual.

In contrast, some scholars choose a specific approach when exploring the influence of organizational culture on staff's stay or mobility. This means that they choose certain groups of values to consider the relationship between each group and the attitude of the employees. This method was used by Joan Finegan (2010). Revising some of the versions introduced and used by Paul McDonald (1993), Joan Finegan (2010) asked people in a company to describe the company's values as well as theirs. Instead of having a comparison as Paul McDonald (1993) did, she categorized these values into four groups including relationship-oriented values, change-oriented values, quo values and task-oriented values. Out of these four groups, two having the positive relationship with employee commitment are relationship-oriented values and change-oriented values. The group negatively related to employee commitment is quo values (obedience, cautiousness, formality) while the other, task-oriented values (logic, economy, experimentation, diligence), shows no relationship.

As can be seen from the literature, many studies confirm the existence of the relationship between organizational culture and turnover intention, and the influence of organizational culture on turnover intention can take many forms. Amongst various ways of making impacts on employee turnover and turnover intention, organizational culture can play as a potential moderator of turnover intention. In the study on the relationship between organizational citizenship behavior and turnover intention, Sharoni et al. (2012) discussed a hypothesis about the moderating effects of the dimensions of organizational culture on this relationship. The findings of this research, which analyzes data from 102 employees, support the interactive effects of the dimensions of organizational culture on the relationship between organizational citizenship behavior and turnover intentions (Cohen & Zaidi, 2002; Tang & Wong, 2005; Carmeli, 2005).

The denials of the relationship between the two concepts are almost non-existent in the literature

reviewed. The strongest objection to this relationship, which can be found in a few studies, is that organizational culture dimensions are said to meet only some initial requirements for a variable to be defined as moderator of voluntary turnover (Zedeck, 1971; Keppel & Zedeck, 1989). However, besides not completely denying the role of organizational culture dimensions as mediating factors of turnover intention, this idea does not necessarily support the refusal of the direct and indirect impact of organizational culture on employee's intention to leave the workplace either.

In exploring the influence of organizational culture on employee turnover, researchers introduce a variety of approaches. No matter which approach is used, it can be inferred that culture has an important role in the organization and that the attachment or departure of the employees is related to the perceived cultural values of the organization (Meyer et al., 2003).

When it comes to the sector of higher education, according to some researchers, besides traditions and identities, culture is believed to be a real social force in higher education institutions (Brennan & Shah, 2000; Curri, 2002; Harman, 2002). Others consider culture as a mental tool which is able to apprehend important social forces within and of higher education institutions. University culture is also believed to have impact on many facets of the university (Chaffee & Tierney, 1988; Peterson et al., 1986), such as governance (Chaffee & Tierney, 1988), leadership (Birnbaum, 1988), planning (Hearn et al., 1993; Leslie & Fretwell, 1996), and faculty turnover intention (Abdullah, et al., 2018; Ololube, 2016). Hence, change processes in and of academic institutions including changes in the management of universities or in their identities may be clarified by the examination of organizational culture (Hórvath et al., 2000; Levin, 2004; Tuunainen, 2005).

In Vietnam, there are a few studies addressing the impact of organizational culture on faculty turnover and turnover intention. Among the limited number is the study by Tan and Hoa (2018) on "Factors Influencing Work Motivation of Lecturers at Vietnam National University of Forestry". It listed organizational culture as one of the factors that influence faculty's attachment to or their departure from their workplace among many other factors. Similarly, in a study on "Factors Influencing Job Satisfaction and Loyalty of Lecturers and Staff at Universities and Colleges in Lam Dong, Vietnam" by Hang and Trang (2013), the authors also affirmed the impact of organizational culture on turnover intention of lecturers in institutions in Lam Dong – a Vietnamese highland province. Van (2012), in her master thesis, also mentioned the influence of organizational culture on faculty's loyalty to or job change through a case study - a college in Da Nang City of Vietnam. In this study, the factors

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considered as tools to motivate or demotivate staff's attachment to the organization include work environment and labor remuneration systems, which are comprised of salaries and bonuses, job evaluation systems, training policies, and career development and promotion opportunities. The culture of the organization is placed as one of the components of the working environment, besides working conditions, organizational reputation, relationships between faculty members and leaders, and relationships between faculty members and colleagues.

2.4 Theories about organizational culture and turnover intention

Theories for the study of employee turnover/turnover intention and organizational culture can be found primarily in the literature on the business management, organizational research, psychology, and cultural research, to name just a few (Ryan et al., 2012). From the perspective of psychology, expectancy theories have been used to build various models of turnover intention by many researchers such as Vroom (1964), Porter and Lawler (1968), and Lawler (1994). The theories reveal that members of an organization have certain expectations and values for the organization they work for. Their behavior has the relevance to the psychological processes, particularly the formation of perceptions as well as beliefs and attitudes towards the organization (Pinder, 1987; Kim et al., 1996; Daly & Dee, 2006). To be specific, workers will be more likely to continue working with the agency if they find these expectations and values to be met; vice versa, they are more likely to look for other jobs if they are not satisfied with what they are offered (Kim et al., 1996; Daly & Dee, 2006). Organizational support theories share a similar principle. They indicate that in order to meet social and emotional needs as well as evaluate the benefits of more work effort, employees form a common perception of how the organization recognizes their performance and cares about their lives. This perception influences the level of contributions to the organization. In particular, if labourers find that they are highly valued and supported, they will have positive actions and attitudes towards the organization. They will increase their attachment to the organization, improve their in-role and extra-role performance, and decrease stress. In addition, a number of studies have asserted that perception of organizational support has a direct negative relationship with employee turnover (Eisenberger et al., 1986).

In addition to these psychological theories, from a social psychological perspective, scholars propose social identity theories or self-categorization theories which are widely used to investigate turnover or turnover intention of employees. These theories are said to be first introduced by Tajfel (1972) and

further developed by Tajfel and Turner (1986). The social identity theories imply the process of individuals self-categorizing into a certain group. Based on the recognition of the similarity of goals with in-group or out-group prototypes, individuals classify themselves or others into a certain group. The similarity used to identify this appropriate social group includes knowledge, along with the individual's values and feelings, when compared to those of other members in that group (Tajfel, 1972; Hog & Terry, 2000). In addition, there are other factors used for self-classification such as age, gender, race, and status (Tajfel & Turner, 1986). Thus, social identity is established and maintained through the process in which the individual places himself or herself in a certain group and distinguishes himself or herself from other groups. At the same time, he or she also develops the identity (Ashforth & Mael, 1989; Riordan, 2001). In this group, the individual will increase his or her integration and engagement with other individuals as well as with the organization through various activities. This is supposed to bring about personal fulfillment as well as attachment to the organization and reduce the possibility of the individual's departure from the organization (Jackson, et al., 1991; Tsui, et al., 1992).

Among various theories, institutional theories are regarded as useful to examine individuals and organizations' actions in institutional environment (Dacin, et al., 2002). Some researchers on institutional issues argue that institutions are shared systems of meanings made up in discourses (Phillips, et al., 2004), which "constitute institutions by defining the taken-for-granted structures, practices and beliefs in a specific field" (Zilber, 2008, p. 207). Scott (2008) suggested that institutions consist of three pillars namely regulative, normative and cultural-cognitive, all of which form or support institutions (Scott, 2008). Among the three pillars, regulative pillar refers to rules and regulations of an organization as well as mechanisms for others' obedience and disobedience (Scott, 1992). Normative pillars encompass values and norms that tell how to perceive, evaluate and do things in an appropriate way (Scott, 2008). Cultural-cognitive pillars are "the shared conceptions that constitute the nature of social reality and the frames through which meaning is made" (Scott, 2008, p.57). Various elements of organizational culture, which is often defined as taken-for-granted assumptions and values related to how the organization operates and how members can work together within that organization to attain their shared goals, are believed to be unfolded by institutional theories especially through normative pillars and cultural-cognitive pillars which refer to norms and values as well as shared frameworks and logics of thinking, explaining meanings, symbols and actions (Schein, 2010).

However, these theories are not suitable for this study for many reasons. As for psychological and social theories, though they can contribute to the understanding of faculty turnover intention, they do not address this topic from an organizational perspective. Meanwhile, the study examines organizational culture and views its influence on faculty's intention to leave their current workplace. In practice, organizational factors are varied and have various effects on the mobility of laborers; hence, they need to be carefully researched to help organizations make timely adjustments for the purpose of reducing the turnover of qualified and experienced faculty. When it comes to institutional theories, although they reflect many cultural elements of the organization besides regulatory activities, institutional theories do not prove themselves as an ideal choice for this research due to issues related to research gaps, research objectives, and the unique features of the research topic. Specifically, this research does not focus on the content of policies and regulations as well as governance system as these aspects have been widely studied, even in the context of higher education in Vietnam (Szilagyi, 1979; Mobley, 1982; Arnold & Feldman, 1982; Byrne, 2005; Berry, 2010; Van, 2012; Hang & Trang, 2013; Tan & Hoa, 2018). In addition, ambition to encompass all of the facets of organization faces time constraints while this all-inclusion action is not necessary because the research aims to focus on organizational culture and see its effects on the turnover intention of faculty members. It is probable that elements related to policies, rules and regulations have impact on faculty's intention to leave their institution, but they are viewed through the lens of culture and placed besides other cultural factors. Culture is an umbrella term in this research, not a pillar existing next to other pillars. Apart from that, even though institutional theories reflect culture but culture is not their focus. In institutional theories, rules and regulations that govern regulatory activities are more formalized and strategically manipulated (Scott, 2010). Another reason for the lack of comprehensive reflections on culture by institutional theories is that institutions are created based on and supported by shared systems of meanings which consist of spoken, written, performative, and spatial "texts" (oral, written, spatial, performative, etc.) (Phillips & Hardy, 2002; Geertz, 1973). This means institutionalization is about the creation, spread, and consumption of texts. In other words, institutionalization is a "textual affair" (Munir & Phillips, 2005, p. 1669). In contrast, culture of organization has something behind the text and "non-textual" elements which are regarded as the essence of culture.

Because of these reasons, in this study theories of organizational culture are chosen to investigate faculty turnover intention under the impact of university culture. The use of these theories instead of others derives from the fact that they provide a comprehensive and profound understanding of various

problems of organizational culture - one of the focuses of this research. Other theories do not look into culture of organization or only mention it as a small part among multiple factors that affect the turnover intention of employees. From a comprehensive analysis of organizational culture through the use of organizational culture theories, the research explores whether organizational culture affects faculty turnover intention. In this process, organizational culture theories help identify what causes the possible impact as well as provide theoretical basis for finding ways to reduce or prevent this phenomenon.

Compared to other theories about organizational culture, so far Schein's three-level theory (Schein, 2010) has been considered as the most useful classification in which elements of organizational culture have been put into usable groupings (J.Steven Ott, 1989). Many researchers such as Siehl and Martin (1984) and Sathe (1985) applied this theory to their projects on matters related to organization. The use of Schein's theory is so common that it can be seen as an indication of the start of "a badly needed movement toward general agreement on a conceptual definition of organizational culture" (J.Steven Ott, 1989, p. 61). Another reason for the use of the theory by Schein (2010) to examine the impact of organizational culture on faculty turnover intention is that the inclusion of different levels in doing research on this topic helps to develop more appropriate and effective ways for organizational enhancement. Specifically, the elements of level 1 cannot create the development strategies or measures to change the basic orientation of an organization. Likewise, the use of level 2 and level 3 as a guide to creating organizational change requires "entirely different targets in an organization and a very different arsenal of change tools and approaches" (J.Steven Ott, 1989, p. 56). Plus, measures that prove effective in changing factors in level 1 are likely to fail when used for changing patterns of shared beliefs, values, attitudes, and assumptions (J.Steven Ott, 1989).

As per Schein (2010), organizational culture consists of three levels with various features including artifacts and creations, values and basic assumptions. Some researchers such as J. Steven, Ott (1988) and Kornberger (2015) adopted this approach to organizational culture offered by Schein but they used the order of the level namely level 1, level 2, and level 3 when referring to various layers of organizational culture instead of mentioning typical features of each level like Schein. In this study, the author also mainly uses the name of the order of each level to make it easy for data visualization. Regarding level 1 of organizational culture - artifacts, it consists of the constructed physical and social environment of an organization that can be seen, heard, or felt when an individual interacts with the organization. Level 1 of organizational culture may include an organization's written and spoken

language and jargon, office layouts and arrangements, organizational structure, dress codes, technology, the organization's logo, stories, behavioral norms, and rituals. (J.Steven Ott, 1989). Artifacts may be perceived by people outside the organization as well, but it is difficult to understand their meanings without further investigation. Even though many of the artifacts objectively look the same across organizations, people may understand them in different ways. Also, they are easy to change over time, or when the strategy and product of the organization change (Lim & Bernard, 2016). For these reasons, it is common that research on organizational culture starts with artifacts and then continue with the examination of their symbolic meaning to employees (Schneider et al., 2013).

According to Schein (2010), it is not certain that we are dealing with a truly cultural manifestation when we observe objects, attitudes or other visible elements. We only know the level of certainty when we know and understand the deeper classes (Schein, 2010). Level 2 of organizational culture consists of shared beliefs and values. In addition, the constructs of organizational culture in level 2 include ethos, philosophies, ideologies, ethical and moral codes, attitudes, strategies, and goals, etc which are shared by the organization members (J. Steven Ott, 1989). They are the inner layer of the less visible elements, which are often expressed in official philosophies of the organization and public statements made by the leaders. These values are formed in the process of development of the organization, which is considered to be characteristic of the agency and is recognized, kept and implemented by all of organization members (Alvesson, 1989).

Compared to level 1, this level is the sense of what should be, "as distinct from what is" (Schein, 2010, p. 15). Sathe (1985) considered level 2 as divulging people's ways of communicating, explaining, rationalizing, and justifying their sayings and actions as a community. In other words, this level discloses how people "make sense" of the first level of culture (J. Steven Ott, 1989, p.59-60). However, there is no certainty that beliefs and values in level 2 are consistent with what is actually transmitted in the organization, the values in use of the organization. Espoused values and values in use may be different. This difference may be due to the beliefs and values in level 2 that are just what the organization wants to achieve including management's aspirations for what they want to become (Schein, 2010) and employees' impressions of management and social desirability biases (Siehl & Martin, 1980). This is also possible because of the lack of awareness of the inconsistency between employees' actions and espoused values (J.Steven Ott, 1989). This requires exploring another level of organizational culture, level 3 or basic underlying assumptions for the

reduction or elimination of biases or personal impressions, which may be entwined with espoused values and for the understanding of the essence of organizational culture.

Schein (2010) defined basic assumptions as fundamental beliefs, values and perception that "have become so taken for granted that one finds little variation within a cultural unit (…) What I am calling basic assumptions are congruent with what Argyris has identified as 'theories-in-use'" (Schein, 2010, p.18) - the implicit assumptions that actually guide behavior as well as tell group members how to perceive, think about, and feel about things (Argyris & Schon, 1974; Argyris, 1976). Also, basic assumptions, like values-in-use, tend to be uncomfortable and non-debatable (Schein, 2010) and they are common concepts and so deeply ingrained in the psychology of members that "they have moved into organization members' preconscious or unconscious" (J. Steven Ott, 1989, p. 61). Schein (2010) showed that generally basic assumptions have three main features: unconscious and implicit, non-confrontable and non-debatable, and too complicated to assess. Different from preferred solutions - "what should be" - in the sense of dominant values, basic values primarily answer the question "how do you do (perceive, think about, and feel about things)?". Furthermore, due to the fact that these implicit notions are passed from generation to generation, it is difficult to make changes to them.

Level 3 is the deepest layer and most important level of organizational culture. If level 1 and level 2 are just the tip of this type of culture, allowing speculation about what the members will say, only level 3 allows predictions about how they "behave" (Lim & Bernard, 2016). In Schein's phrasing (2010), this is the real culture, "the essence of a culture lies in the pattern of basic underlying assumptions, and after you understand those, you can easily understand the other more surface levels and deal appropriately with them" (Schein, 2010, p. 32). Thus, to have a complete and profound understanding of an organization's culture and the meaning of the two levels, there is a requirement for the investigation into basic assumptions (Schneider et al., 2013). Since this is the deepest level of the culture of an organization, researchers usually try to examine it in every aspect, and consider it in connection with the other levels to boot (Barley, 1991). The conceptualization of the levels of organizational culture is diagrammed in the following figure.

```
┌─────────────────────────────────┐
│ Level 1 - Artifacts and creations│
│                                  │
│ written and spoken language and  │
│ jargon, office layouts and       │        Visible but often not
│ arrangements, organizational     │           decipherable
│ structure, dress codes,          │
│ technology, and behavioral norms,│                ▲
│ architecture, products, machinery,│               │
│ internal rituals, symbols,       │                │
│ slogans, and style of delivery   │                │
└─────────────────────────────────┘                │
           ▲  │                                     │
           │  ▼                                     │
┌─────────────────────────────────┐                │
│ Level 2 - Values                 │         Greater level of awareness
│                                  │
│ rules, principles, philosophies, │         Testable in the physical
│ strategies, goals                │             environment
│                                  │
│                                  │         Testable only by social consensus
│                                  │                ▲
└─────────────────────────────────┘                │
           ▲  │                                     │
           │  ▼                                     │
┌─────────────────────────────────┐                │
│ Level 3 - Basic assumptions      │          Taken for granted
│                                  │
│ Relationship to environment      │             Invisible
│ Nature of reality, time, and space│
│ Nature of human nature           │            Preconscious
│ Nature of human activity         │
│ Nature of human relationships    │
└─────────────────────────────────┘
```

Figure 1. Schein's three levels of organizational culture and their interaction (Source: Adapted from J.Steven Ott, 1989)

The literature reviewed shows that there are not many studies exploring organizational culture through all of the three levels. This is primarily due to the limited time and other subjective conditions of the scholars. This does not mean that any level is less important for an understanding of organizational culture as well as for the formulation of strategies and policies aimed at developing the organization. All of them possess both the strengths and weaknesses.

The symbols would be visible and audible; however, the concentration on only level 1 will not give a deep and honest picture of culture of an organization since artifacts as described by Sathe (1985) are relatively "easy to see but hard to interpret without an understanding of the other (two) levels"

(Sathe, 1985, p. 10). Level 2 and level 3 give a more distinctive basis for identifying and deciphering similarities and differences between individuals in different organizations (Cai, 2008), yet as for level 3, the problem lies in the methodology to effectively explore it.

In reality although level 2 is believed to be not reliable enough to reveal true organizational culture since "espoused values" and "values-in-use" in organization may be congruent or incongruent (Argyris & Schon, 1978), plenty of scholars focus on level 2 when conducting research on the relationship between organization culture and corporate performance (Cui & Hu, 2012; J.Steven Ott, 1989). The shared values in level 2 are the most accepted aspect in the research of organization culture due to their meaning and measurement (Cui & Hu, 2012). Besides, level 2 elements are conceptually closer to true organizational culture existing in level 3 (basic underlying assumptions) (J.Steven Ott, 1989)

2.5 Analytical framework for exploring the impact of organizational culture on faculty turnover intention

Despite acknowledging the influence of organizational culture on the turnover intention of employees, very little research has been conducted to understand how this impact takes place. In other words, a framework for analyzing this relationship has hardly been provided. If a framework is offered, it is common that most authors make cultural categorizations and see which type of culture affects employees' intention to quit their job. One of the studies following this direction is research by Yasas (2017), which created a framework based on a typology by Cameron and Quinn (1999). Cameron and Quinn (1999) built a typology which examines the level of stability or flexibility and the level of external or internal emphasis the organization has. From these dimensions, the authors presented four types of culture namely Hierarchy (with internal focus, stability; structure, good coordination), Clan (with internal focus and flexibility; collaboration, friendliness, closeness), Market (with external focus and stability; competition, focus on results), and Adhocracy (with external focus and flexibility; innovation, dynamic, pioneerdom). Based on this typology, Yasas (2017) introduced a framework for the analysis of the relationship between organizational culture and employee turnover intention with some hypotheses (H). Specifically, H1 - Clan is negatively correlated with turnover intention, H2 - Adhocracy Culture is negatively correlated with turnover intention, H3 - Market Culture is positively correlated with turnover intention, and H4 - Hierarchy Culture is positively correlated with turnover intention. The framework is illustrated in figure 2.

Organizational Culture

Clan Culture	H1
Adhocracy Culture	H2
Market Culture	H3
Hierarchy Culture	H4

Turnover Intention

Independent Variable

Independent Variable
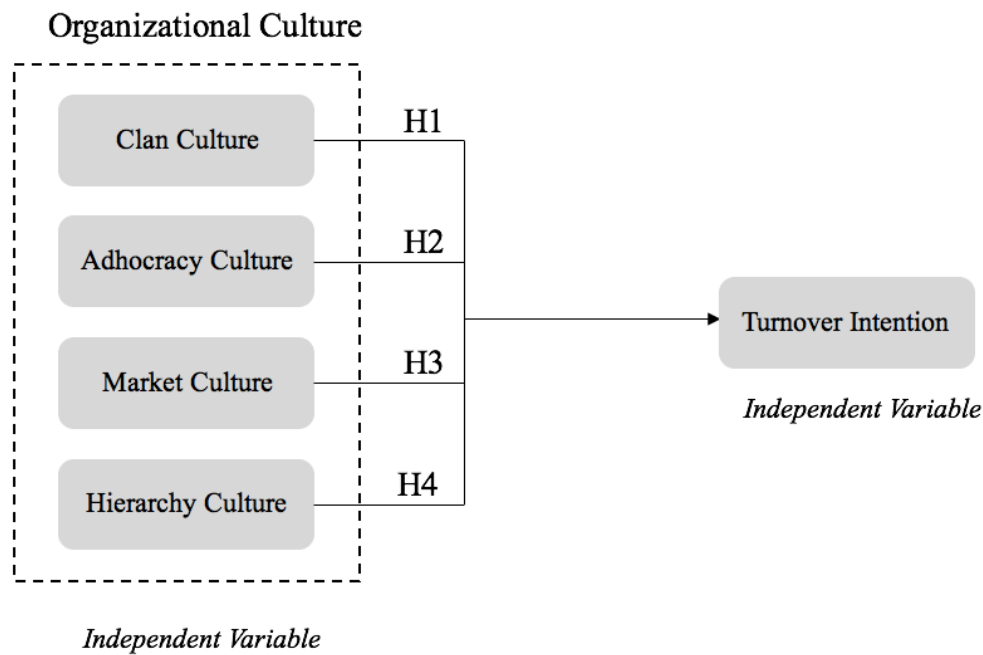
Figure 2. A framework for analyzing the impact of organizational culture on turnover intention based on a typology by Cameron & Quinn (1999) (Yasas, 2017)

Undeniably the use of this type of framework makes it easier to study culture because it simplifies the complex and diverse issues of organizational culture. Nevertheless, it is likely that studying this subject through this approach has many limitations as mentioned in the research gap. Besides the fact that this framework is more appropriate for quantitative research, typologies cannot fully reflect the complication and diversity of an organization's culture. Organizational culture is so complicated that it is impossible to conclude that if this type of culture has an influence on employee turnover intention, other cultural elements categorized into other types which are said to have negative correlation with turnover intention produce no effect. Additionally, the relevance of the typologies is still in question and validity of questionnaire used to categorize culture is still unsure (Schein, 2010). In terms of practical implications, research utilizing this type of framework cannot clearly show which specific elements cause employees' intention to quit their workplace, based on which some control may be taken. According to Schein (2010), "in this sense, typologies can be useful if we are trying to compare many organizations but can be quite useless if we are trying to understand one particular organization" (Schein, 2010, p. 158).

This research aims to investigate how organizational culture influences faculty's intention to leave their organization while ensuring that diverse elements of culture are given the opportunity to be

considered. Specifically, this study examines how organizational culture affects employee turnover intention without labeling organizational culture with a simple name. However, this does not mean that organizational culture is analyzed as a generic term without any concentration. Literature on the research topic and relevant themes reveals that organizational culture is a very broad term which has many dimensions such as teamwork, communication, training and development, reward system, risk taking for creativity, and fairness of management practices (Pirzada et al., 2013). Depending on their research purpose and scope, researchers focus on different dimensions. Certainly it cannot adequately encompass all elements of organizational culture because of its diversity. What dimensions amongst so many different dimensions of organizational culture need to be explored in the study, therefore, is a concern. Advantages of the examination of organizational culture of higher education institutions from various dimensions in comparison with benefits of the analysis of organizational culture as a unified body is also what this research takes into account.

Considering multiple factors, I decided to explore some of the important and representative dimensions of organizational culture of higher education institutions. This is because information about dimensions gives leaders and other relevant stakeholders a clear picture of specific dimensions and elements of organizational culture, which are "subtle, pervasive, and difficult to manage" (Kerr & Slocum, 1987) and their impact on the attachment of employees to the organization. Therefore, these individuals have more detailed information on which one should be considered and where to start in developing strategies for improving their agency. This is easier and more feasible than the possession of general information that can merely serve the formulation of a generic strategy that lacks necessary focuses on actual needs of the organization.

Besides dimensions, which must be appropriately selected to be able to reflect clearly and accurately the research topic, contexts are always in need of attention. This is because even though each cultural term occurs in organizational settings, the fact that how it occurs, how its forms is, and how important it is varies considerably (Tierney, 1988). There are a number of dimensional instruments in business sector, yet it has not been verified that there is a relevance between cultural dimensions or items designed for business sector and ones for research on cultural matters in the field of higher education (Cai, 2008). According to Cai (2008), one of the useful ways to overcome the potential disadvantages of using tools from other sectors for cultural exploration of higher education institutions is to use instruments which have been proven to be reliable when being utilized to study culture in the university environment.

Take this suggestion into account, I specifically chose the framework by Tierney (1988) to analyze organizational culture, which is built based on a case study of a higher education institution and has been used by various researchers when they conducted research on cultural issues in the context of higher education institutions such as Bartell (2003) and Haftu (2015). There is no emphasis on conflicts or irresolvable tensions of different dimensions of organizational culture in this framework, instead it explores this type of culture from the integration approach in the hope that it is easier for leaders to make and to implement their decisions once having a complete and proper understanding of the organization's culture. In Tierney's view, the awareness of organizational culture "is to minimize conflict and help foster the development of shared goals" (Tierney, 1988, p. 5). In this framework culture is utilized as an "umbrella concept" (Hirsch & Levin, 1999) where the concepts of the framework are identified under the umbrella of culture.

There are six dimensions in this framework named environment, mission, socialization, information, strategy, and leadership (Tierney, 1988). According to Tierney (1988), each of these dimensions examines different core issues in an organization's culture from a variety of perspectives.

- Environment. Mentioning any social institution means referring to an organization which is physically present in an environment. Environment is about location of the university, the environs and surroundings, and the town-gown relationship. Since the world is socially constructed, definitions of concepts such as environment from a cultural perspective are not something fixed and standard, but they always go around the non-stop circle of consideration, redefinition, and reinterpretation (Tierney, 1990).

- Mission. It refers to how the institution's participants define the overall ideology of their organization. The mission of an organization has an important role of an actor which gives meaning, direction and purpose. In part, the history of the institution also has an important role to play in defining the mission of an organization (Tierney, 2008). Apart from that, according to Schein (2010), although organizations in different fields such as religion, education, and government have very different missions, they share a common principle that missions eventually must ensure the balance of the needs of different stakeholders. He also chose a university to illustrate the balance of these needs. As per this researcher, a university needs to balance student learning needs, the need for research and professional development of faculty, the need of the community for repository for knowledge and skill, the need of financial investors to have a reliable investment place, and the need

of the society to have a place to train human resources with necessary skills for the labor market. As the mission has an important role to direct the organization's performance to ensure that different needs are met, it must be considered when studying the culture of organization. New members, without knowledge of the mission of the organization, will not know the basic tasks they need to do, and the organization themselves cannot function effectively if they do not know who they are, and what they need, must, and must not do.

Schein (2010) argued that a useful way to find out the core mission of an organization is to ask "What is our function in the larger scheme of things?" or "What justifies our continued existence?" (Schein, 2010, p. 76). These questions are said to help understand many different functions that balance the needs of different stakeholders including both functions that are officially declared and those that are "latent" and, in a sense, not spoken of (Merton, 1957). To survive, the organization needs to understand that both manifest and latent functions must be fulfilled to some extent (Merton, 1957) and these functions are important for giving decisions on organizational activities and identifying the key cultural elements of the organization (Schein, 2010).

- Socialization. This dimension means a person's fitting in with the characteristics of the place. In this research, it is about the extent to which faculty feel suitable with the institution. Socialization supports actors in deciding what is crucial for the organization. As for newcomers, how individuals learn about the organization and what they learn by whom are key signals for them to know about what the organization treasures and how they should behave (Tierney, 2008).

Schein (2010) also pointed to the importance of the dimension of socialization when studying organizational culture by suggesting that one of the most effective ways to identify core assumptions of an organization is to see what current members want to find in the new members. Carefully studying the career histories of the present members to see what helped them to become members and integrate into the organization is also a useful method for those who desire to examine organizational culture of a university suggested by Schein (2010).

- Information. People come to believe in their organization by the methods they interact and communicate with one another (Tierney, 2008). In this framework, this dimension involves to what extent segments of the institution are available to internal constituencies, how these segments are spread to internal constituencies, to what extent segments of the institution are available to external constituencies, and how these segments are spread to external constituencies.

- Strategy. In this case, Tierney (1988) labeled decision-making as part of strategy which is also a part of culture. To be specific, it is the process of proposing something, for example, a new curriculum or a new teaching methodology, and the ways that people with authority obtain information to serve the formulation and implementation of development strategies. It is also pertinent to the people who have the authority to make decisions and in which way the decisions are taken.

- Leadership. As per Tierney (1988), it is the utilization of symbols and frames of reference, both formally and informally, to enunciate the institution's values and goals and help garner support from faculty, students, staff, and the community. The fact that who the leaders are and whether only formal leaders are accepted or informal leaders are also recognized depends on culture. This in an important dimension which requires careful examination when exploring culture of higher education institutions.

Table 1. Essential concepts of dimensions of organizational culture to be studied at a higher education institution (Tierney, 1988).

Dimensions	Essential concepts
Environment	How does the organization define its environment? What is the attitude toward the environment? (Hostility? Friendship?)
Mission	How is it defined? How is it articulated? Is it used as a basis for decisions? How much agreement is there?
Socialization	How do new members become socialized? How is it articulated? What do we need to know to survive/excel in this organization?
Information	What constitutes information? Who has it? How is it disseminated?
Strategy	How are decisions arrived at? Which strategy is used? Who makes decisions? What is the penalty for bad decisions?
Leadership	What does organization expect from its leaders? Who are the leaders? Are there formal and informal leaders?

Therefore, based on the Tierney's lens (1988) which offer a simple but core-value-centered tool to investigate the complicated elements of culture of an institution, an analytical framework is built to analyse the research topic. With this framework, the important dimensions of organizational culture

of a university suggested by Tierney (1988) are examined through the three-level theory devised by Schein (2010). In particular, each of the six elements that are supposed to represent the most important parts of a higher education institution are examined through three layers. This is to find out apart from the visible surfaces of organizational culture, what makes these things exist. Accordingly, the artifacts or behavioral norms can be considered separately depending on the selected dimensions but the values and beliefs that really affect the existence and development of these things are shared by the organization members and ingrained in their psychology.

Schein (2010), in the book entitled "Organizational culture and leadership" in fact, had a similar approach when he studied the organizational culture of two case examples including the Digital Equipment Corp and Ciba-Geigy Company (Schein, 2010, p.35 -54). Specifically, Schein noted a number of discrete elements of these organizations such as the office layout, patterns of interaction, behavior of staff and leaders, information, leadership, and strategy. He then found out what beliefs and values really determine the existence of these clearly visible things in the companies. He did not provide a specific framework on which elements/dimensions should be chosen when exploring an organization's culture, but he clearly showed that in any element chosen he explored it through three levels. From the discrete elements he found core values lying in the deepest level of organizational culture as well as governing the existence and operation of "seemingly separate" things. Similarly, from the discovery of different cultural elements and levels in the six selected dimensions, the research investigates which element of which dimension affect faculty turnover intention.

To be specific, concerning the dimension of environment, the study explores the structural and geographic features of the institution as well as the relationship between this organization with the surrounding environment. This is because level 1 finds out measurable objects, it is primarily revealed by answers to questions such as "What is ?", "Who is", and "How is it done?". Similarly, when examining level 1 of the mission, the research focuses on the content, the type of language used in the mission, and how it is spread across the organization. The research also looks at the ways in which the mission is being implemented. Level 1 of socialization looks for guidance on new faculty's socialization with the institution. In terms of information, this level views what information is spread and who holds it. From types of information and stakeholders possessing it with the authority to decide on use and delivery of it, the study sees how the information is passed on to other actors for different purposes. The elements of strategy are also considered at level 1 by investigating the

decision-making process which encompasses ways of proposing something and strategies used by leaders in the decision-making process. Similarly for leadership, level 1 looks into who the leaders are. Regarding information, strategy, and leadership, level 1 primarily considers the organizational structure. In other words, in which ways these dimensions are directed and who has the authority in each dimension.

Based on features of organizational culture in this level as presented by Schein (2010), it can be seen that level 2 gives answer to the question "What ought to be done (communicated, explained, rationalized, and justified)?". Since level 2 explores the perceptions about the activities that people are expected to do in the organization in all aspects, this level is explored in the six dimensions. Sometimes level 2 is used to explain the information given in level 1 as well. With regard to the dimensions of the environment, mission, and information, level 2 finds out how faculty should behave in a certain location, layout, and with the surrounding environment, with the mission of the institution, and with sources of information and ways of disseminating information respectively. As for socialization, it is about the behavior expected between faculty members and the organization, so it also discusses how academics can adapt to the characteristics of the institution. This adaptation will affect the survival and development of faculty members in the organization. When it comes to strategy, this research explores what faculty members should do in the process of proposing a decision to individuals in charge. Turning to leadership, level 2 finds out what faculty should do under the current leadership.

Regarding level 3, basic values primarily answer the question "How do you do (perceive, think about, and feel about things) in reality?". In this study, the faculty's actual beliefs and feelings about the environment and the organization mission including its content, circulation and importance are explored. Faculty members are also required to self-assess their suitability with the characteristics of the environment. In terms of information, strategy and leadership, instructors are asked to share their own thoughts on as well as their attitudes towards every sub-theme in each dimension corresponding to what level 1 and level 2 measure. To reveal this deepest layer is not easy as many researchers admitted (Argyris & Schon, 1974; Argyris, 1976; J.Steven Ott, 1989; Schein, 2010). According to Schein (1990), compared to beliefs, basic assumptions are broader. They include not only beliefs that are considered as cognitions but also perception (interpretations of cognitions) and values (affects). Therefore, in addition to comparing what are considered beliefs and values with what really exists in the environment, the research also pays attention to exploring the matter of perception. Particularly,

apart from use of the above-mentioned questions, this research also follows the method which Schein (2010) adopted to find level 3 in his two case examples (Schein, 2010, pp.35-54). In his research, Schein mainly asked the members of the organization why they had expected attitudes and beliefs as they shared; and similarly, this study asks lecturers about deeper causes for the formation and existence of expected behavior, values and beliefs of faculty members in the university.

The analytical framework used in this research is illustrated in figure 3. It is worth the attention that since culture is an interconnected web of relationships, its dimensions usually overlap and connect with each other (Tierney, 1988). This is why the dimensions in the analytical framework are separated by broken lines, which symbolizes the blur boundaries of the dimensions.
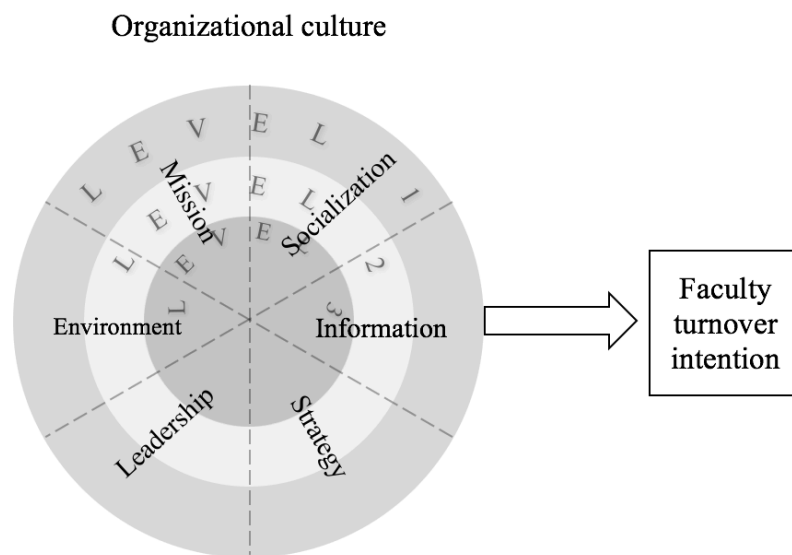
Figure 3. Analytical framework of the study

To sum up, as Louis (1985) shared, the aspects of culture are varied and complex. It is, therefore, almost impossible to fully understand them. For these reasons, study on organizational culture is advised to focus on specific dimensions and have insights into them instead of trying in vain to capture all dimensions. This approach will make the research both feasible and profound. Besides making efforts to develop a specific approach, it is important to recognize that there are different approaches with their own values. More research achievements on organizational culture and relevant matters are gained due to investments in developing a specific approach as well as recognition of and learning from other ways (Schneider et al., 2013). Another point worth attention is that a cultural framework reflects the contextual features, which means that there are no one-size-fits-all models for research

on culture in any organization. The mission which proves to be feasible in an institution may turn out to be opposite when applied to others. The unsuitability can be found from the duplication of other dimensions such as socialization and strategy as well. Despite of that, undoubtedly in a certain context such a framework is valuable because "it enables an analysis of the interconnections that exist in organizational life and encourages participants and scholars alike to investigate ways to strengthen culture and highlights how the ignorance of culture can stymie innovation." (Tierney, 2008, p. 28).

In an effort to examine organizational culture in a specific context, public higher education institutions in Vietnam, this study presents a framework which is built based on a model given by Tierney (1988) and is examined with three-level theory by Schein (2010). The framework by Tierney (1988) is utilized to investigate the organizational culture of higher education institutions because of its simplicity and focus on key dimensions of an academic institution. In addition, this framework is chosen because it is devised based on data gathered from a university. This combination of the three-level theory and the six-dimension framework with some adjustments also helps the examination of organizational culture becomes less abstract but still profound. Additionally, the approach which takes all of the levels of organizational culture of an institution including artifacts, values, beliefs, and assumptions into account through important dimensions helps the study of organizational culture become more reliable and focused (Adrianna & Peter, 2002).

Chapter 3 – Research Methodology

3.1 Research design

To find an appropriate research method, there are many elements in need of consideration. According to Bansal & Corley (2012), a combination of different research objectives and characteristics of the research must be taken into account. According to Yin (2014), it can be summarized that the method needs to fit well with the research question.

As for quantitative methods, it is proven they can help with giving deductive reasoning, testing theories, making predictions due to general tendencies formed from a large number of analyzed data (Yoshikawa et al., 2013; Long, 2014), and finding the causal relationship between different variables (Yoshikawa et al., 2013). Nonetheless, the methods may ignore the phenomenon because of the emphasis on the theory testing (Yoshikawa et al., 2013). It is also difficult to provide an in-depth analysis of a problem because they aim at generalization (Myers, 2013). Concerning qualitative methods, Tufford and Newman (2012) argued that the use of the methods is suitable when the researcher aims to understand, consider, and analyze how participants experience a problem. Qualitative research also highlights issues that cannot be easily measured and emphasizes the relationship between researchers and phenomena (Denzin & Lincoln, 2011). Additionally, the use of qualitative methods proves necessary when there is the lack of information about a topic to be studied, when studying the problem with quantitative methods generates questions that cannot be answered with these methods, and when the research matter is so complex (Starr, 2014).

Taking the research objectives of this thesis, characteristics of the research and typical features of research methods into account, I decided to choose qualitative methods to explore the research topic for a number of reasons (Wisdom, 2006). Since this study aims to understand the opinions of individuals, it is necessary to have a wide range of opinions, which quantitative methods are difficult to examine but qualitative methods can help. When it comes to the characteristics of the research, the important feature of this research that cannot be ignored is the sensitivity of the topic especially in the context of Vietnamese culture. This means it is very difficult to gain the permission of the departments or people in charge to deliver the questionnaire. Having the number of responses enough to ensure the validity and reliability to conduct quantitative research is, therefore, almost impossible. Another unique characteristic of this research is that according to many researchers,

organizational culture is very complicated and values or basic assumptions as representatives for organizational culture are hard to measure. Like organizational culture, the theme of turnover intention is not simple. Quantitative methods almost fail to reveal the reasons why some factors have impact on employee turnover intention while others do not. Besides, there may be intermediate elements between cultural elements and employee's intention to leave the organization that multiple-choice questions usually used in quantitative methods cannot reveal. The level of influence is also so varied that multiple choice questions can hardly provide accurate reflections. However, many scholars admitted in the qualitative analysis these claims would come in handy (Cui & Hu, 2012). To be specific, Schein (1990) emphasized that culture is always dynamic and includes all elements of human functioning; therefore, he recommended using interview and observation to understand basic assumptions, which are very abstract. For these reasons, I chose qualitative methods to help the comprehensive understanding of different levels of organizational culture, especially level 2 and level 3 and their impact on turnover intention of faculty.

> "If the observer lives in the group long enough, the meanings of artifacts gradually become clear. If, however, you want to achieve this level of understanding more quickly, you must talk to insiders to analyze the espoused values, norms, and rules that provide the day-to-day operating principles by which the members of the group guide their behavior." (Schein, 2010, p. 25)

Mixed methods can be used to better understand phenomena and to test theories more completely (Yoshikawa et al., 2013; Johnson & Christensen, 2014). Nonetheless, for a particular study with different features, one method would prove more effective than others and the choice of research methods depends on the purpose and conditions of the study (Cai, 2008). In this case, time is the biggest problem preventing the use of mixed methods. Moreover, it can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently. It may require a research team and more funding (Courtney, 2017).

When exploring the topic qualitatively, a research design acts as a blueprint to help the data collection and analysis be conducted in a way that can help answer the research questions appropriately (Yin, 2014). Key research designs in qualitative research include case studies, ethnography, and phenomenology, each of which gives a different approach to solving research questions (Denzin &

Lincoln, 2011).

Having compared different research designs in qualitative research, Adelman et al. (1980) pointed out advantages of case study research. Some of them are the ability to create an archive of material on a topic with information and analysis for re-examination in the future for certain purposes and the ability to help a wider audience to have an access to the research. In Yin's view (2014), case studies are appropriate when researchers intend to understand how and why a phenomenon occurs and to examine a phenomenon with contextual impact, or when the research problem is a phenomenon in a natural context. In addition, case studies are well suited to studies seeking personal insights into a complex phenomenon (Morse & McEvoy, 2014). In this research, turnover intention of faculty members as a result of the impact from organizational culture is a phenomenon in need of investigation, context is a specific university, and faculty's ideas about the relationship between organizational culture and their turnover intention are collected. Taking these typical aspects of case studies and unique features of this study into account, I found that case study research is a right choice.

As per Yin (2014), case study designs have four types including single-case holistic design, single-case embedded design, multiple-case holistic design and multiple-case embedded design. Regarding a single case, this author argued that it needs to have representative or typical features. In this sense, the institution chosen for this research is required to be able to represent other public institutions in Vietnam or a typical one and faculty selected for this research also need to possess characteristics which can represent other academic staff in other Vietnamese public institutions. Amongst these types, single-case design is chosen because of the characteristics of Vietnamese higher education institutions. It is obvious that each institution has its own features, but generally the organization mechanism of public universities in Vietnam is quite uniform as a result of the fact that the governance of higher education system in Vietnam is highly centralized (World Bank, 2008). The state has almost all authority over all types of institutions even the private ones. With this governance model, what related to institutional governance structure found in this case study is often met in other academic organizations across the country since all of higher education institutions except for the two national universities which operate within charters exclusive for them are subject to strictly-governed regulations (Hayden, 2005). Besides, the research uses one-case study type for another reason that is the conduct of a multiple-case study can require extensive resources and time beyond the means of a single student or an independent research investigator (Yin, 2014). The choice of only one case to serve this research makes it feasible for the collection and analysis of data within the limited period

of time. At the same time, the focus on an institution helps the gathered information be examined more deeply while the compliance to the allotted time for the completion of this research is still ensured. This proves more necessary given the fact that the topic of this research is organizational culture whose complication has been agreed on by the majority of researchers. Both variants of single case studies, holistic and embedded designs, have their advantages and disadvantages. Compared to the single-case embedded design, the holistic design is preferred in the case that the examination of subunits proves illogical or the relevant theory underlying the case study itself is holistic in nature (Yin, 2014). Considering the theory underlying the case study is the culture of the whole organization, which is of a holistic nature, the use of the holistic design for this research is more suitable than the utilization of an embedded design.

Ethnographic design and phenomenological design are also considered but they prove to be inappropriate. The former type requires a relatively long time (Tracy, 2013) and the latter requires reviewing the experience of a group of participants in various contexts (Moustakas, 1994). These are the factors that make this design impossible. Specifically, limited time gives no support to long-term research and this research merely explores the attachment of faculty members to a single institution.

In short, literature on organizational culture and analysis of the research topic in the context of Vietnam and Vietnam higher education indicate that this research should not only be conducted by qualitative methods, which can help purposes of this study be fulfilled and the limitations of quantitative and mixed methods be addressed, but also be designed as the single-case holistic type. In spite of the complication of this research topic, case study research is believed to be a suitable choice since it allows the complexity of a particular situation to be taken into consideration (Stake, 1995).

3.2 The selection of the case

In this research, one public university in Vietnam was chosen as a case study - UE. This is a university specializing in tertiary-level training of teachers and lecturers. Its main campus is located in Ho Chi Minh City, Vietnam. This university is one of the largest pedagogical universities in Vietnam, playing a leading role in teacher and lecturer training. UE has about 800 staff, of which about 500 are faculty members.

Among more than 400 universities, the selection of this institution as a case study derives from some reasons. The first reason is that it is a key university. This factor really matters since in Vietnam key institutions are usually regarded as models which others should follow. The government usually practices reforms in these institutes first and successful cases in these institutes will be brought to others later.

Apart from that, the selection of a public institution can represent the overall picture of higher education in Vietnam. This is because in 2015-2016 academic year the number of public institutions is 352 while that of non-public institutes is only 90 (MOET, 2016).

Moreover, it is also interesting to note that the selection of UE has many advantages in terms of data. The possession of data becomes more precious when knowing that in Vietnam, universities especially public ones, do not usually share information related to their activities with the public (Don et al., 2010). Due to a professional network established with the staff of the institution, the author can get access to the data serving the research.

3.3 Data collection

3.3.1 Selection of participants

In selecting individuals to participate in interview, this study uses snowball sampling and a purposeful self-sampling technique. This technique involves selecting samples based on the criteria set out in the study to ensure that appropriate samples are available, which contributes to the fact that different targets of the study are met, unique features of the research are respected, and research problems are addressed (Saunders et al., 2009). Specifically, individuals selected must meet the following criteria:

- Being Vietnamese,

- Being a faculty member,

- Having been working at the current university for at least two years,

- Holding no management positions.

This first requirement that participants must be Vietnamese, which means they have the Vietnamese nationality is set because almost all of the institutions in Vietnam have foreign lecturers teaching for

a variety of programs. The involvement of participants in the study must exclude these foreign faculty to ensure that gathered data can accurately reflect the problem to be studied. Foreign lecturers receive pay and benefits different from those for Vietnamese faculty. This may result in their different perceptions of management matters of the institution. Language is also a barrier preventing them from deeply and accurately understanding affairs in the organization and affecting their relationship with other colleagues in the organization. Consequently, their reflections may not represent ideas of the majority of Vietnamese lecturers and do not touch the deep layers of culture. Another issue is that it is difficult to analyze the information from them because they come from many different countries and their national culture is highly likely to exert influences on their perception of culture of a public university in Vietnam. Therefore, the participants in this study are only Vietnamese.

Another criterion for the participants is that they must be faculty members. This means that the study does not explore ideas from those in charge of the administrative positions at the university. This is to limit the problem of subcultures (Greenwood et al., 1994; Sporn, 1996) The group of academics and the group of administrative staff may have different cultures, so they will reflect organizational culture through their position in their group. In this study, faculty consist of lecturers whose official tasks are related to teaching and doing research. They are individuals directly training high-level human resources, carrying out projects aimed at serving the society, and accounting for the majority of the university's personnel.

Tenure is also considered because according to Vietnamese regulations, lecturers and researchers have a probationary period of one year before they are officially admitted to work. The one-year period seems just sufficient for new employees to become familiar with the main job but not enough for them to understand many other elements of the working environment. Therefore, they may not deeply understand its culture. Neither do they have the opportunity to access many facets of the institution that are only available to official staff such as meetings with the institution leaders on internal issues. In addition, their intention to leave may also derive from the fact that they do not see the match between their ability and their job during this probationary period rather than the mismatch between them and the organizational culture.

Those who have management positions at the departmental level or institutional level are not selected for the research either. This is because organizational culture studies show that the view of those holding a high position in an organization about organizational culture is different from that of non-

leaders. Leadership has power and responsibility to shape culture while employees mainly reflect their views on and show their behavior in that culture (Cubero, 2007; Avolio et al., 2009; Maner & Mead, 2010; Liden et al., 2014). Listening to employees' ideas about organizational culture and its impact on their attachment to the organization to help leaders take appropriate steps in running the organization is one of the main purposes of this study. Moreover, examining faculty's ideas is also crucial in research on culture since "until the group has taken some joint action and together observed the outcome of that action, there is not as yet a shared basis for determining whether what the leader wants will turn out to be valid." (Schein, 2010, p. 25).

3.3.2 Semi-structured interviews

Preparation for the interview

Lectures who satisfy the criteria established were contacted by email, which is available on the university website, for permission to interview. In the email, information on the research topic, the purpose of the research and other issues related to the interview and the participant of the interview was provided. Then, those who agreed to participate in the interview were asked about the time and location that are convenient for them.

Participants were given the choice of location and time for interview. Selected places need to be private and silent enough so that interviewees can feel comfortable to share information and information can be taken notes and recorded accurately. These conditions also allow the participants to listen to the correct questions and not to be distracted during the interviews.

Before the interview, a consent form was emailed to the lecturer agreeing to attend the interview and the information about the time and location of the interview was also reminded in the email. In this consent form, information relevant to the interview was provided including the topic of the interview, the estimated time for the interview, the benefits of the interviewee, the expected contributions from the interviewee, and the risks in joining the interview. The researcher's right to use interview information and responsibility to ensure the confidentiality of the interview data were also stated in this consent form. Moreover, included in the form is the contact information of the researcher so that the participant can easily reach the researcher before and after the interview on issues related to the interview and the study.

The interview used semi-structured questions which were carefully developed through many stages as suggested by Bryman (2008). From the research topic chosen, the study identified the research questions whose answers can help shed light on the research topic - the influence of organizational culture on turnover intention of university faculty members in higher education institutions in Vietnam. Then, the research determined which elements need to be focused on during the interview to get relevant information from the participant. Based on the literature relevant to the subject of study, the theoretical framework, and the research purposes, interview questions were designed to address the research topic. These questions must direct to the elements in need of examination and must be understandable to the interviewees. Once designed, these questions were re-examined to ensure that they are relevant and understandable. Besides the author of the research, other experts and non-experts were also invited to read the questions to make sure these requirements are satisfied. Based on feedback from the readers, the author considered revision if this makes the questions more understandable and clearer but still directed to the chosen elements that need to be explored. Then there were five pilot interviews conducted in the semi-structured form to test the clearness of the questions, the ability to get information serving the exploration of framed elements of the research topic, and the average time for each interview, all of which were scrutinized to make appropriate adjustments when designing official interview questions. The participants in these interviews mostly shared multiple information relevant to the topic. In addition, for the last question asking them for their comments on the interview and the study, most of the participants said that the questions were clear, that their ideas were respected, and that they were given room for sharing various views. Therefore, the study found that the use of semi-structured interviews was reasonable because it helps interview to take place naturally, to explore many aspects of the topic, and to give participants plenty of space to share their ideas. Therefore, in official interviews, the researcher continued to use this form of interview. Others comments in the pilot interviews were taken into consideration as well, some of which were used to develop official interview questions after the researcher examined their relevance to the research topic and their ability to create added values. After making necessary adjustments, official interviews were conducted. The summary of this process is illustrated in figure 4 below.
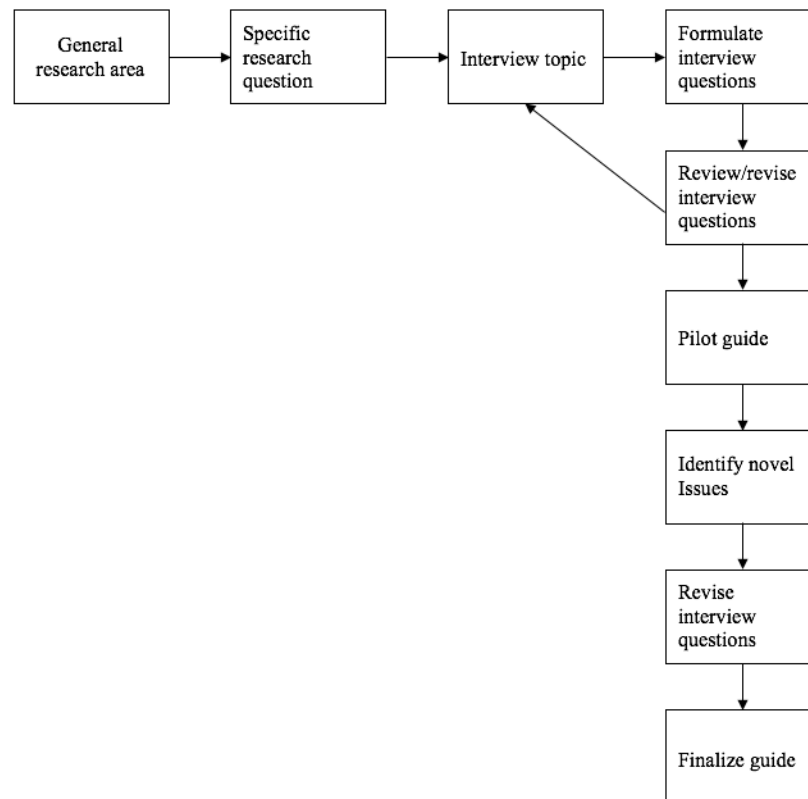
Figure 4. Formulating questions for an interview guide (Bryman, 2008)

Each interview consists of several parts. The first part consists of questions about personal information of the interviewee, namely the nationality, the research and teaching field, the position at the workplace, and the number of years spent at the present organization. These questions help to check the information on the participant that the researcher got before and help create a friendly and natural start to the interview. Then the interviewer asks main questions concerning the research topic, which are divided into some sections.

During the interview

All of the interviews were conducted in Vietnamese. Since the benefits of face-to-face interviews are numerous, so the research decided to choose this type. Direct interviews help to quickly and easily create trust with the participant. The emotion of the participant is also easy to realize, so it can help the interviewer make appropriate adjustments in the speech rate and in the ways of conversing and have necessary intervals if required. Technical interruptions when conducting online interviews, which may affect their quality, are also addressed with this kind of interview.

First, the interviewer represented the purposes and requirements of the interview. Then the interviewer consulted the participant again about the interview to see if the participant agreed to start it. The participant was given a consent form, so they could look back on terms related to the interview. They were also asked to sign it if they had no concern. After that, the interviewer asked permission to record the interview. Whether or not a recording is allowed, the interviewer took notes during the interview in case of technical issues. Noting facilitates the follow-up of the interview to boot. Another benefit is that it serves the analysis of the data later since the reliability of collected information is more guaranteed when there are two sources for comparison.

In addition to the key questions prepared in the protocol, other relevant questions were also given depending on the information provided by the interviewee as well as his/her individual background. This is expected to help the interview to be more natural and profound and at the same time to assure the necessary consistency of various interviews.

At the end of each interview, the participant was asked to provide opinions about the interview, the research topic, and other related matters that they did not have an opportunity to share and desire to disclose. The participant was given a small gift as a common way of expressing the appreciation in Vietnam. In addition, the interviewee was expected to introduce other individuals who meet the requirements of the study to participate in the next interviews. Among faculty members introduced by others and contacted by the researcher, the researcher selected suitable individuals for interviews to come, who meet the criteria of nationality, tenure, and position established by the research and at the same time can contribute to the diversity and balance of the research in terms of expertise and gender.

Among eight interviews conducted, the longest one lasted for about two hours while fifty minutes is the amount of time for the shortest one. The average time of official interviews is one hour.

3.4 Data analysis

There are different strategies which could be used to analyze interview data, but as shared by Creswell and Miller (2000), it is ideal if researchers state both a general procedure and specific research strategy steps. This research follows general steps suggested by Creswell and Miller (2000) and specific steps are provided during the analysis process. Although divided, in reality sometimes they are interrelated.

Step 1: Organize and prepare the data for analysis. Interviews were transcribed and field notes were typed.

Step 2. Read through all the data. All typed data were reviewed to help the researcher form an overview of the information obtained and understand the general meaning of the information. The ideas of the themes and categories which may evolve in this process were noted.

Step 3. Start detailed analysis with a coding process. Coding was done when reading interviews; plus, labels were assigned based on the text and amended as new data were analyzed (Miles & Hubermann, 1994).

Step 4. Generate a description of the setting or people as well as categories or themes for the analysis based on the coded information. During the coding process, relevant categories, themes and concepts were also extracted from the data. This content analysis is intended to find out which dimensions of organizational culture affect the turnover intention of faculty and to explore the ways in which the influence is available (Ramasamy & Abdullah, 2017).

Step 5. Advance how the description and themes will be represented in the qualitative narrative. The study presented the description and themes in a variety of ways such as the use of narrative passages to convey the findings of the analysis as well as the discussion of themes and the relationships among themes. In addition, figures and tables were also used to illustrate these discussions.

Step 6. Make an interpretation or meaning of the data. Based on the analysis of themes and their relationships in comparison with current literature, the study drew conclusions about the meaning of the data. In this process, findings different from the current literature and questions arising from the data analysis process were present as well.

The summary of the process of analyzing data is as follows.
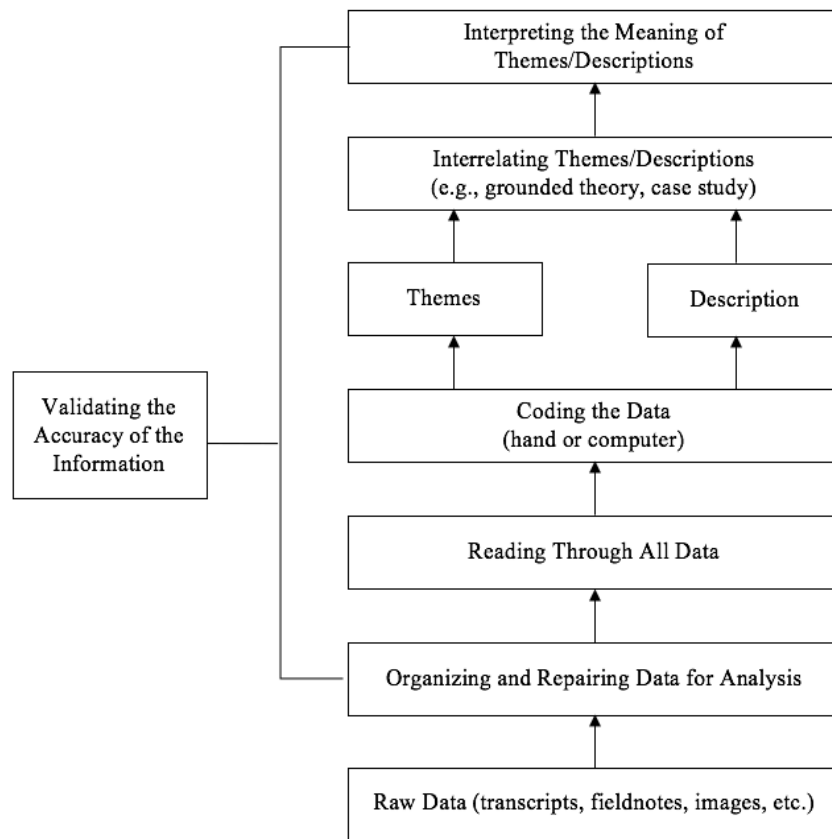
Figure 5. Data analysis in qualitative research (Creswell & Miller, 2000)

3.5 Reliability and Validity

One of the matters causing concern in using qualitative case studies is reliability and validity, which is often thought to be influenced by the limited number of participants (Dworkin, 2012). There have been some discussions among researchers on the relevance of validity and reliability to qualitative research. Gibbs (2007) stated that qualitative validity means that the researcher checks for the accuracy of the findings by using certain procedures while qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects. LeCompte and Goetz (1982) as well as Kirk and Miller (1986) analyzed reliability and validity in qualitative research from the two approaches: external and internal. External reliability means the degree to which a study can be replicated. In qualitative research, this criterion is not easy to be met because a social setting and the circumstances of a previous study cannot be "framed" to put in other research studies and contexts. Internal reliability means the agreement among members of a research team

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on what they observe. When it comes to internal validity, it means if researchers' observations and the theoretical ideas they develop are well matched. LeCompte and Goetz (1982) argued that internal validity could be seen as a strength of qualitative research because the prolonged participation in the social life of the researchers over a long period of time helps ensure a high level of congruence between concepts and observations. As for external validity, this criterion refers to the extent to which findings can be generalized across social settings. LeCompte and Goetz (1982) mentioned that, unlike internal validity, external validity represents a problem for qualitative researchers since the employment of case studies and small samples in different contexts usually faces challenges.

With reference to the ways to meet these criteria, Mason (1996) argued that reliability and validity "are different kinds of measures of the quality, rigor and wider potential of research, which are achieved according to certain methodological and disciplinary conventions and principles" (Mason, 1996, p. 21). From this perception, there is a question arising as to what methods and principles qualitative researchers need to use for checking if their approaches are valid and reliable.

As for research using qualitative methods, achieving saturation is considered by many researchers as a way to increase the reliability and validity of a study (Denzin, 2012; Marshall et al., 2013; Yin, 2014; Fusch & Ness, 2015). The attainment of this status occurs during the data collection process as the collected data no longer provide new information (Dworkin, 2012; Marshall et al., 2013; Cleary et al., 2014; Roy et al., 2015). According to Dworkin (2012), the number normally believed to be sufficient for a qualitative case studies ranges from 5 to 50. However, not all of the cases saturation occurs within this range. Thus, some studies, although having the number of interviewees falling in this range, have to collect more information until the collection of new information stalls. For this study, the number of interviewees is 8, within the range recommended by Dworkin (2012). In fact, since the 7th interview, the information provided did not show anything new compared to the previous ones. This means that information reached saturation level - a situation that is supposed to create the reliability and validity of a qualitative study.

Another way to increase the reliability and validity of a research is to use member checking (Creswell & Miller, 2000). This means that participants will be able to review noted or recorded information (Kisely & Kendall, 2011; Thomas & Magilvy, 2011; Stuckey, 2014). This method decreases the researcher's possibility of misrepresenting or misinterpreting the interview information. In addition,

it limits the personal impressions of the researcher (Koelsch, 2013). Member checking also helps to generate a high level of generalization (Fey et al., 2014). For these reasons, many researchers even consider member checking to be the most important part of qualitative research to increase the reliability (Lincoln & Guba, 1985). Therefore, after the data analysis was completed, the author shared the transcript, coding, and interpreted information with the participants to receive comments and feedback on them.

3.5.1 Reliability

To ensure reliability, Yin (2014) suggested that qualitative researchers need to document the procedures of their case studies and to document as many of the steps of the procedures as possible.

In the course of this research, the author based on the above-mentioned suggestions to ensure the validity and reliability of the research. The author designed a predetermined coding scheme on which collected data are based to be coded and categorized. At the same time, a database was built as well. All of the documents such as the university's policies or guidelines were carefully examined, then classified and stored in the database. All of the interviews were transcribed and encoded based on a predetermined coding scheme and then stored in the database as well. Besides transcription, as for the interviews which were allowed to record, the author filed, encoded and put them in the database. Over time, these categories could be reformulated if this change can help solve the research question more effectively (Leisyte et al., 2009).

Researchers also recommended designing a detailed protocol with information about the research subject, necessary steps to do the research, and information on the interviews such as questions, rights of the interviewees, and responsibility of the interviewer (Russell et al., 2011). A protocol is a set of guidelines that can be used to structure and govern a case research project. Before the interview, it outlines the procedures and rules governing the conduct of researcher(s). During the interview, it has the role of a blueprint describing the steps involved in doing an interview and questions to ask during an interview. Using an interview protocol helps researchers follow the same process in various interviews and use well-designed questions for the right audience, which ensures the consistency of the research. In addition, it also makes the interviewer not distracted by the responses from the interviewee and helps the interviewer focus on the research question (Eisenhardt et al., 2016). After the interview, the use of an interview protocol also helps those who are interested in the research to understand and be able to follow it (Jacob & Ferguson, 2012). Due to tremendous benefits from a

protocol, this research designed and used it for interview and data analysis stages. The complete interview protocol is provided in the appendix 1 in this research.

3.5.2 Validity

To ensure the validity of the research, Creswell and Miller (2000) recommended that various strategies should be utilized to enhance the researcher's ability to assess the accuracy of findings and to convince readers of that accuracy. There are eight primary strategies suggested by Creswell and Miller (2000) and the author followed these eight principles to ensure the validity of the research. In addition to member checking which helps increase both reliability and validity of the research, the other specific methods are mentioned as follows:

- For triangulation, two main types have been identified including theoretical and methodological triangulation, and this study used both. Specifically, for the former, the study collected information from various sources. In addition to information from the interviewees, the study also relied on information from existing studies and other sources. This gives the research more information on the research topic. The analysis of the data from the interviews is, therefore, more objective and thorough. For the latter, it is demonstrated through the utilization of direct interviews with semi-structured questions and member checking. In addition, this study used an analytical framework and other studies to examine the findings.

- Using rich, thick description to convey the findings. Various factors were taken into consideration when conducting research such as the turnover and turnover intention of higher education faculty in the world and in Vietnam and culture of international and national higher education institutions. Also, there was a description of the research methods such as data collection as well as procedures for recording, storing, and managing information. Interview questions, the interview protocol and other tools used for this study were also provided to help ensure transferability.

- Clarifying the bias the researcher brings to the study. The research clarified assumptions, beliefs, and biases early in the study such as the assumption that a national system of higher education has impact on turnover intention of faculty. Then these assumptions were connected and set aside as the study progressed.

- Presenting negative or discrepant information that runs counter to the themes. The author presented the information that runs counter to the topic to have a more comprehensive and thorough view of

the research topic. For example, in the section of Theory and Analytical Framework, the author introduced a few studies which concluded that organizational culture dimensions only meet some fundamental requirements for a variable to be regared as moderator of voluntary turnover (Zedeck, 1971; Keppel & Zedeck, 1989).

- Spending prolonged time in the field. Regarding the interviews, the research paid attention to asking the participants to spare enough time for thoroughly exploring various aspects of the topic. Each person was expected to spend about one hour for an interview. After that, the author kept in touch with the interviewees and continued to exchange if necessary. The researcher also spent plenty of time at the organization to explore its culture, especially elements of level 1 such as logos, layouts, and languages commonly used there.

- Using peer debriefing to enhance the accuracy of the account. Since this is an individual study, the author shared information about the research process and findings with one researcher at an educational institute in Ho Chi Minh City, Vietnam, whose expertise and research experience are relevant to this topic to have additional perspectives on analysis and interpretation. It is certain that anonymous principles are guaranteed.

- Using an external auditor to review the entire project. This principle is hard to be applied to a thesis, but undeniably the external review is very important. Therefore, besides the supervisor of the thesis, Mr. Yuzhuo Cai, the author asked another researcher at the educational institute in Ho Chi Minh City, Vietnam who has considerable experience and professional knowledge in this field to check and assess the whole research.

3.6 Ethical difficulties

Other issues of qualitative case studies are research ethics (Walker, 1983; Merriam, 1988; Yin, 2014). Walker (1983) addressed five key ethical issues that research utilizing case studies needs to pay attention to. While data issues such as reliability and data interpretation are discussed above, it is essential to emphasize the role of the researcher and the confidentiality of the participants, which considerably influence the quality of the research and the "safety" of relevant stakeholders.

As a requirement of this research, the author spent a lot of time at the organization finding out the topic. Consequently, this process usually involved the researcher in meetings and discussions with

different individuals in the organization. This can make the researcher become biased due to personal emotions formed from interactions with others in the environment. Therefore, the researcher intentionally controlled personal feelings, bias, and assumptions during the research period. Prejudices and conjectures were also left out. In addition, the researcher clearly explained the research purpose to the participants so that they can contribute ideas about what they see and think without being influenced by the relationship with the researcher. During the interview process, the researcher also paid attention and patiently listened to all sharing without bias towards any opinion. This would help to reduce the possibility that interviewees have a tendency to offer answers that they feel the interviewer might want to hear as Hitchcock and Hughes (1995) noted.

Another issue that needs to be addressed in the study is confidentiality. This is a requirement for social science studies in general, but it is more important for organizational culture studies (Stakes, 2010). This is because sharing information about organizational culture with many aspects may relate to different individuals. Therefore, in this study, the information concerning the identity of individuals involved in the research as well as that of individuals mentioned are kept anonymous. Other information that may reveal profile of a particular subject and/or cause misunderstandings and negative impact on the organization and relevant stakeholders is also presented accurately, objectively, and anonymously.

3.7 Limitations

In this study, actual turnover is examined indirectly through a proxy – turnover intention. This can be seen as a limitation since these two terms are not always the same. Therefore, turnover intention should be considered as a part or a predictor of actual turnover which has been utilized in previous research (Auerbach et al., 2010; Zeitlin et al., 2013) and has been shown to be a valid and reliable predictor (Auerbach, 2013). Another limitation, which is a consequence of the research methodology, is that claims of generalizability cannot be made for the research findings although the case study can provide "a snapshot of a slice of life" Lincoln (1985, p.139). Nonetheless, such generalizability is not the intention of this research. Instead, it strives to develop a thorough understanding of the research phenomenon with the aim that relevant issues to the research can be transferred to other appropriate contexts of higher education institutions (Steven, 2015). On the top of that, in reality, ambitious generalizations to many universities are almost impossible because literature on culture in higher education shows that institutions are not comparable entities but internally differentiated into distinct

"small worlds" (Clark, 1987). From what this research tradition presents, higher education institutions are mainly composed of various "academic territories" inhabited by "academic tribes" with their own ideologies and social forms (Becher, 1989).

Besides, while appropriate measures have been taken to ensure the validity and reliability of the findings of this research, it is important to be aware of the fact that the results are the personal views of the participants in the specific context. Therefore, it is required the carefulness and awareness of the scope of the study when having extrapolations from the findings (Wisdom, 2006).

Chapter 4 – Data Analysis

4.1 Summary of participants

As discussed in the previous section, participants in this study must be Vietnamese faculty members, have been working at the current university for at least two years, and have hold no managerial positions in the current workplace. All participants in this study met the criteria set out. They are Vietnamese lecturers having been working at the university for at least four years and do not hold any managerial position. To ensure the accuracy of the information, before conducting the interviews, the researcher carefully checked the published profile of faculty members stored on the university's website. At the interview, the interviewer also asked the participants about the demographic information to cross-check. Details about the participants are summarized in the following table.

Table 2. Background information of the participants

Information		Number	Percentage
Gender	Male	2	25%
	Female	6	75%
Department	Social Sciences	2	25%
	Natural Sciences	2	25%
	Educational Specialization	3	37,5%
	Foreign Languages	1	12,5%
Time working at the university	Less than 4 years	0	0%
	4 years to less than 5 years	1	12,5%
	5 years to less than 6 years	3	37,5%
	6 years to less than 7 years	2	25%
	7 years to less than 8 years	1	12,5%
	8 years to less than 9 years	1	12,5%
	9 years to less than 10 years	0	0%

In addition to fulfilling the criteria established, the study also selected faculty from various departments to ensure the inclusion of the views of various faculty with different professional backgrounds as well as to see the overall impact of organizational culture. Gender ratios were also noted because male and female faculty members may have different perspectives although this is not the focus area of the topic. As the research used the snowball method, which means a participant was expected to introduce other appropriate participants who the research considered inviting for participating the next interviews, the identity of the introduced individuals can be revealed through referring to department names. Therefore, to ensure the confidentiality, the research used alternative

terms to represent their department names. The alternative names are the names of the groups of departments (faculties) which are categorized by the university. Accordingly, "Natural Sciences" refers to four departments including Mathematics, Physics, Chemistry, and Biology; "Social sciences" refers to Literature, History, and Geography; "Educational Specializations" includes Political Education, Psychology-Education, Primary Education, Early Childhood Education, Physical Education, National Defense Education, and Special Education; and "Foreign Languages" have English Language, Chinese Language, French Language, Russian Language, Japanese Language, and Korean Language.

4.2 Thematic analysis

According to researchers such as Bryan & Burgess (1994), for the analysis, data in qualitative research are often defined, categorized, theorized, explained, explored and mapped. In this study, categorization is used to explore the six dimensions of organizational culture presented by Tierney. To perform the thematic analysis, researchers often use two approaches, the deductive and inductive approach (Fereday & Muir-Cochrane, 2006). The first approach relies on literature review to prioritize themes before the analysis begins, while the latter refers to finding themes that emerge during and after data analysis. In this study, based on the literature review and analytical framework, six major themes were created that correspond to the six dimensions of the organizational culture of a university. Moreover, there is another theme created, "core values" to judge the reliability of level 3 of organizational culture. Does what is revealed as basic assumptions correspond to what faculty members regard as the core values of their organizational culture? From these themes, the research looked for new themes or sub-themes that might emerge during and after the analysis.

4.3 Data analysis

4.3.1 Organizational culture

According to many interviewees, the core value of the university includes thorough professional knowledge of lecturers (Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4). This is reflected in its mission and position as one of the key universities selected by the Ministry of Education and Training - prestigious universities specializing in some specific areas. Moreover, the core value of the institution includes effective teaching methodologies of lectures. Due to information explosion,

"it cannot be said who is more knowledgeable. Instead, it is important that lecturers of a teacher training institution can use their knowledge to instruct students" (Interviewee 3).

Additionally, all of the interviewees thought that training people who will be trainers is the core value of the university. From this core value, the university places the importance on other values which also serve the training of people such as morality. Morality is considered by faculty to be a key value of their organization because student teachers must be equipped with human values in addition to knowledge, which will be passed down to their students. Morality is defined by the interviewees as the ways faculty members behave with others such as their colleagues and students, they ways they dress (all of the interviewees) and they ways they work (Interviewee 5, Interviewee 6). Sometimes it is referred to as "human values" (Interviewee 1) and "professional ethics" (Interviewee 1, Interviewee 4) with the same meaning.

> "For all universities in general, the core value is still training people, training a certain profession (...). For teacher training universities like ours, the training of student teachers - those who will train other individuals and many other generations - is the most important value. Based on this core, my university revolves around many human values expressed in the behavior towards others, the relationships with colleagues, the appreciation of values of the profession." (Interviewee 1)

> "According to Vietnamese people, the word of "teachers" is very formal. This means beside thorough knowledge, a teacher trainer needs to have exemplary behaviors towards colleagues and the surrounding community. Especially when working with students, they need to pay attention to professional ethics to be a model for them." (Interviewee 4)

Basically, thorough professional knowledge and good teaching methodologies of lecturers are considered as core values of the university. Besides, lecturers' morality is very important as well because more than any other academic organizations, this institution - a teacher training university, is always considered as a place providing laborers with expertise and professional ethics in the Vietnamese's thinking as shared by all of the interviewees.

Environment

Level 1

All of the interviewees believed that the university has an "ideal geographical position" or "convenient location". Specifically, it is located on two main roads, quite near the city center, and very close to other districts as well. The area where it is located has many cultural and historical sites, which were built under the French colonial period, thriving social life, and developed economy. These features make the area an attractive place to visitors and businessmen. Around the university, there are a number of other large universities, one of which has positioned itself as among leading research institutions in Vietnam and in Asia with high places in some national, regional and international university rankings. Besides major universities, there are nurseries and high schools around the university. In addition, the university is not far from residential areas, markets, shopping centers, bookstores, and hospitals. It is also easy to access the university from many places in the city since many buses from different parts of the city go past it.

With these features, the interviewees thought that their university "has commercial, cultural and academic value as a miniature learning center of the city" (Interviewee 2), or exists in "an educational hub" (Interviewee 8). Located in this area, the university, under the influence of the surrounding area, also has formed certain characteristics. Considering the impact of the surrounding area on the university, Interviewee 2 thought "this is an ideal environment for educational activities of the city because the university is surrounded by various universities. In general, it is like a miniature education center. In addition, the area also has a military zone nearby, which helps the university to be secured." (Interviewee 2). On the other hand, according to lecturers interviewed, they do not feel that they are on a campus of a key university because it is "small" (Interviewee 2, Interviewee 7) and "stuffy" (Interviewee 2) when surrounded by so many high buildings.

When it comes to the influence of the university on the area outside its campus, Interviewee 2 believed the fact that the university is located in this area with many educational institutions has caused to some extent the residents of the city and nearby cities to send their young ones to the university because they see the strengths of the position. In addition, "areas surrounded by educational institutions seems to be have better cultural life and less social issues such as prostitution and drug use. Even late at night, the area of the university is less likely to witness these problems." (Interviewee 2)

Working in the environment with these features, people always pay attention to their behavior and costume even though the university does not have uniform rules for its staff members. Specifically,

in an educational environment, faculty try to form a "habit" of having appropriate and "exemplary" behavior. Apart from that, the reality shows that most staff dress politely and formally, "including security men and cleaners. They also have good behavior" (Interviewee 2).

Level 2 and 3

Lecturers working in this environment must enhance their academic ability as there is a competition among nearby institutions (Interviewee 2). Especially the morality of faculty members must be placed on top because they are examples to students who will be the models for many pupils and high school students in the future (Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4). All interviewees also said that this is what they are following; for example, "I care about students; hence, I try to improve my teaching methodologies" (Interviewee 2), "I have striven to improve my professional knowledge" (Interviewee 4), and "I try to behave politely" (Interviewee 5).

Explaining for the existence of these expectations from the university faculty members, some interviewees shared "as lecturers and especially those of a teacher training university, faculty members are always "serious", "exemplary", and dynamic individuals. Geographical position does not matter." (Interviewee 1), or "whatever the environment is, the lecturer must pay attention to standards of conduct (…). That is the most important thing." (Interviewee 4). It is this belief that influences and explains how faculty act and think, which is supposed to be in level 3 of organizational culture.

As can be seen, according to the interviewees, the university's location reflects its culture. This is the level 1 of the university's culture. Situated in an area which is considered as an academic hub of the city, the university faculty members always try to pay attention to their dress code and behavior. They dress up and behave politely even though the university does not have specific rules on this matter. Working in this environment, faculty believed that they must keep improving their professional knowledge, teaching methodologies, and morality. However, there requirements are not limited to the physical environment of an institution. Wherever the university is located, lecturers of public institutions in general and those of teacher training institutions in particular must always be expected to have these features. The most profound reason for the existence of these patterns of behavior, attitudes and beliefs is the thought that being faculty members especially those of a teacher training institution means possessing deep professional knowledge, good teaching methodologies and morality.

Mission

Level 1

In general, the lecturers interviewed think that the mission is long (Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4, Interviewee 8). This may be the reason why they could not remember the mission exactly. In answering mission-related questions, many participants discussed common features that may be true for many public universities including having effective teaching and research activities. Some lecturers also added ideas that are not included in the university's mission such as "having dynamic and creative lecturers who can teach in a motivating and captivating way" and creating a "friendly environment" (Interviewee 1). Not only that, some lecturers are confused the mission with the vision when thinking that the university's mission is "becoming an education center not only in Vietnam but also in Southeast Asia" (Interviewee 2).

> "I do not remember because it is too long. I also participated in the university's self-assessment committee, in which the mission was also mentioned quite a lot, but I truly did not remember it because of its length." (Interviewee 3)

> "Actually, I apologize for not remembering it systematically (...). Compared to some other institutions which use some keywords as a slogan to summarize the mission, my university has rarely mentioned and shared these words but popularized the long mission. Hence, I find it hard to remember and difficult to implement. (...) Currently I am doing my Ph.D. at another university where I have a very strong emotion when reading the keywords for their mission, which express very concisely and clearly their characteristics. As for the mission of my university, I see that it is long and unclear." (Interviewee 4)

Also, Interviewee 1 and Interviewee 7, after being reminded of the mission, thought that the mission is not very realistic and too ambiguous with some big words such as "training high quality teachers." According to these interviewees, everyone does not seem to understand what such words mean.

As shared by the majority of the interviewees, the university's mission has not been widely and deeply disseminated to many people. Instead, it is mainly posted on some banners in a few places (Interviewee 2, Interviewee 4, Interviewee 5, Interviewee 6, Interviewee 7, Interviewee 8). Interviewee 3 had the same idea and added that mission banners in some rooms had been attached to

mainly serve the external evaluation and accreditation as required by the Ministry of Education and Training at the end of 2017.

> "In fact, for eight years of work, we had not known what the university's mission was until a self-assessment committee was established. The committee conducted interviews with administrative staff and lecturers to check if they remembered the mission of the university or not prior to the external evaluation. Just then the university rushed into popularizing its mission and vision, asking some people to attend training sections which also mentioned the mission, and distributing materials concerning various matters about the university to everyone. Then everyone knew the mission. During that time the mission was also emailed to staff and attached to banners in some rooms, which helped many people be informed about it. Before that time, the mission had been only known by the leaders of the university and of other sections (...) Nonetheless, since the evaluation phase ended, the activities for popularizing the mission have been stopped too." (Interviewee 3)

Besides being posted on some banners, the mission is said to be implicitly mentioned in regulations on lecturers' rights and responsibilities but lecturers must infer the mission by themselves (Interviewee 1). In addition, sometimes the leaders of the university also talked about the mission at some events in their speeches (Interviewee 1, Interviewee 7). Regarding events with the participation of the large number of staff, "our university has very few meetings with all staff, and when there is a meeting, the mission is never a topic for discussion but others. There have been also no seminars or other activities to discuss the mission while it is very important" (Interviewee 2). This idea is also shared by Interviewee 7.

When being reminded of the university's mission, some lecturers interviewed including Interviewee 1, Interviewee 3, Interviewee 7, and Interviewee 8 found that the mission is the basis for some university's decisions "because the mission is also the main goal and every decision is directed to the main goal" (Interviewee 1). The fact that decisions are made based on the mission was observed and shared by Interviewee 3 and Interviewee 8.

> "In the mission and vision, the university states their goals to become a key teacher training university and develop research activities on educational science. Recently my university has been among top universities in terms of the number of articles in educational science and it also has received many awards for research. For example, many students have won prizes for high-

quality research projects in the competition on "Students and Scientific Research" by the Ministry of Education and Training in the field of education (...). Currently, the university is focusing on the development of educational science, so lectures intending to pursue Ph.D. programs are encouraged to choose ones related to teaching methodologies" (Interviewee 3).

"I see that the programs offered by the university are quite close to the mission and in the direction of helping the university achieve that mission." (Interviewee 8)

In contrast, other interviewees did not see the link between the university's mission with some decisions (Interviewee 2, Interviewee 4). The fact that decisions and the mission do not match or support each other may be because "some policies are issued based on the guidelines from the Ministry of Education and Training for all of the institutions across the country" (Interviewee 2).

"I have not had many chances to read official dispatches from the university. Based on the small number of papers I have been given and I have read, I have not seen the relationship between the mission and decisions." (Interviewee 4)

One of the mismatches between the mission and decisions emphasized by many interviewees is the training and development direction of the university (Interviewee 2, Interviewee 3, Interviewee 4). The operation of the university is being undertaken in ways that the typical characteristics of a teacher training university reflected in the mission are not focused on because currently funding for teacher training programs is being reduced. Interviewee 2 cited some data from the department to illustrate this present circumstance:

"My department has two programs, but in the last semester it was able to recruit only 30 student teachers while the other non-teacher training track accepted more than 100 students (...). I see other departments such as Department of Literature and Department of Biology have witnessed a decrease in the number of student teachers as well. If later, other departments also have more non-teacher training programs and more students in these programs like some departments at present, the university cannot be considered as a key teacher training institution as claimed in the mission." (Interviewee 2)

Level 2 and 3

Concerning this dimension, the lecturers interviewed asserted that they have to comply with it and other decisions made by the university (Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 7). Even if they have many opinions different from what the university has issued, they still have to follow it because it is their duty (Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 7). Other actions are also expected. Specifically, as per Interviewee 2, Interviewee 3, Interviewee 7, and Interviewee 8, lecturers need to improve professional knowledge, teaching methods and morality as well.

> "The university faculty members must improve professional knowledge and hone teaching skills. Especially since this is a teacher training university, lecturers must pay close attention to their morality. Lecturers are "role models" for students." (Interviewee 2)

> "In my opinion, there are two things lecturers must do. The first thing is to develop their teaching skills so that the teaching is of high quality and the other thing is that they need to better their expertise." (Interviewee 8)

Although most interviewees said that they do not remember clearly what the mission is, they thought they must follow it. This is because according to them, it is natural that faculty members obey everything that is issued from the university, "whatever it is". Similarly, although many lecturers had no impression with or did not remember the content of the mission, all of them affirmed that they are expected to develop their expertise, teaching methodologies and morality because these elements are associated with the word "lecturers" especially lecturers of a teaching training institution (Interviewee 4, Interviewee 7, Interviewee 8). The majority of the interviewees also said that in reality they themselves always keep improving professional knowledge and teaching methodologies through various activities such as pursuing graduate programs (Interviewees 2, Interviewee 4) and learning from their senior colleagues (all of the interviewees). They also pay attention to their behavior towards students and colleagues. Hence, the thought that faculty comply with the university's mission as well as the university's policies and that morality, professional knowledge and teaching methodologies of faculty are placed on the top in a teacher training university dominate lecturers' actions and thoughts as well as make them have such actions and perception. As Schein (2010) defined, these are the elements of level 3.

> "Lecturers must be exemplary in morality for students all the time. They also must try to develop their professional skills and knowledge. Especially this is a teacher training university,

so lecturers must have good teaching skills, not just academic research skills. When it comes to academic research, there are other institutions better-known for that. In addition, lectures must know how to integrate well into the new era and contribute to society. The integration involves improving foreign languages and computer skills. These are requirements from the technology era 4.0 which force lecturers to proactively learn new things of the era. Contribution to society can be made through participation in community activities." (Interviewee 2)

"Normally we have no choice but to obey decisions made by the university leaders. Once a decision is made, it is of course "the decree". We have to abide by it, cannot change it, and should not comment on it." (Interviewee 5)

Basically, as for level 1 of the dimension of mission, through the participants' sharing, it can be seen that the university rarely shares the mission by different means but mainly posts it in some places. The mission is also rarely emphasized by leaders at events. In addition, it is long and difficult for everyone to remember. Lecturers also shared the idea that some programs and decisions have no connections with the mission. With this mission and ways of disseminating it, the interviewees believed that they are expected to abide by decisions made by the university leaders and fulfill their responsibility. These responsibilities include developing professional knowledge and teaching methodologies as well as strengthening morality. These beliefs and philosophies are in level 2 of the university's culture. According to the interviewed lecturers' sharing, what makes them believe and act like that is the assumption that morality, professional knowledge and teaching methodologies of faculty are placed on the top in teacher training universities and that faculty comply with the rules and decisions made by the university – elements which are supposed to be in level 3.

Socialization

Level 1

Although socialization is important for lecturers' attachment to the workplace and effective job performance, according to many lecturers, there is no guidance on this matter for new people provided by the university (Interviewee 1, Interviewee 2, Interviewee 5, Interviewee 6, Interviewee 7, Interviewee 8). More specifically, it does not have activities to instruct new lecturers to integrate into the working environment. According to all of the interviewed faculty, the guidance is mainly about professional matters and teaching methodologies. Even the Youth Union - a political and social

organization specializing in assisting young staff and students in academic and political life has offered very few activities in this field (Interviewee 2). Thus, newcomers themselves have to find ways to socialize with others, and the success of this process is mainly based on "the soft skills of each person" (Interviewee 1). Besides, the awareness of suitable ways to socialize with the environment is largely due to each lecturer's self-consciousness and exploration (Interviewee 3).

Regarding the support for new lecturers' socialization, there may be disparities among departments. In some departments, basically lecturers are allowed and encouraged to observe other faculty members' classes, assigned some tasks which help them meet more colleagues, and guided to participate in student affairs and other activities inside and outside the department. This guidance is provided voluntarily by some lecturers in the department (Interviewee 2). Additionally, in terms of professional skills, new lecturers are encouraged and supported to improve their qualifications and appointed experienced lecturers to supervise them for one-year probationary period (Interviewee 3). In contrast, some departments offer no guidance to new faculty (Interviewee 1). Instead, newcomers themselves have to find ways to be able to socialize with others by observing and interacting with other colleagues and experiencing different activities. Interviewee 4 illustrated this with a story.

"When I first worked for the university, I thought I had to keep improving my professional knowledge. I tried to study hard because I thought if I did not try my best for my professional development, I could not be suitable for this academic environment. I was used to working alone as well. I did not feel comfortable when working with others around. When being with someone, I just chatted and did not focus on work. That was why I spent most of my time at home studying when I did not have to teach. On my first days at the university as a lecturer, I was asked why I did not go to the office of the department regularly. I did not understand why I had to be there on a regular basis. I asked myself why I had to do that. If the department needed me to solve something on some days, I would schedule. However, since it was voluntary, I thought it was no need to present myself there without any purposes.

In addition, when a regular meeting with faculty members of the department was completed, I always went home immediately. "Why did I have to sit there and chatted while it was not necessary?", I wondered. I went home to rest so that I had energy for studying. I thought it made more sense. One day a colleague asked me to stay at the office for a while after a meeting and

I agreed. I had a feeling that this action made everyone pleased. Then when I went out to have lunch with them, I felt that we got closer to each other.

Sometimes the department also organizes some entertainment activities for lecturers and administrative staff such as karaoke. Personally, I do not like karaoke because it is noisy and time-consuming, so I do not usually join. One day there was one colleague asking me to join for fun. I felt hard to say no to her, so I agreed. After the event, I could clearly see that my relationship with some colleagues has become much better." (Interviewee 4)

Level 2 and 3

In order to socialize with people in this environment, new members have to put a lot of effort to interact with many people inside and outside their department as all of the interviewees mentioned.

"I think in this university if newcomers can communicate with people outside their department, it is easier for them to make connections with the workplace and career development (...). They should attend seminars, activities organized by the Youth Union, help others, participate in research projects, and join volunteering events. The similar behavior and attitudes towards their department are also important for new lecturers' successful integration into the new environment. To be specific, new lecturers ought to cooperate with others, try to get familiar with the culture of the department, improve professional knowledge and learn from current faculty members" (Interviewee 2).

Some interviewees used the word "sociable" to express the behavior and attitudes expected from new lectures (Interviewee 3). Not only should new lecturers actively contact others, but they also need to be "respectful and polite to others while working with them" (Interviewee 4). Apart from that, lecturers must proactively find out the subjects they are contacting, their department, the research direction of their peers and of the university, the development strategies of the organization, advantages and disadvantages of the university. (Interviewee 2). These activities are to help newcomers establish "relationships" with others, which is one of the requirements for successful socialization with the workplace.

In addition, because of the job characteristics - working with students, the success and degree of socialization of lecturers are also affected by these individuals. In other words, lecturers are required

to socialize with students. Hence, new lecturers need to understand "characteristics of the students of their department and of the university in general" (Interviewee 2). Besides, since students "are very competent, active and dynamic, so lecturers must be active, enthusiastic and strong in order that students will respect them. Of course, they also need to respect their students" (Interviewee 2). The quality and dynamism of the students are also confirmed by Interviewee 7 when the person said that "my university has relatively high entrance requirements, so the capacity of the students in various fields is relatively good compared to many other institutions." (Interviewee 7)

Additionally, there is also an idea that "as for young lecturers, it is natural for them to take charge of lots of work because young people have a lot of energy and enthusiasm to contribute to the development of the organization." (Interviewee 3)

Faculty members also need to improve their expertise and teaching methodologies (Interviewee 5, Interviewee 6, Interviewee 8) because "in my opinion, the main thing is having extensive expertise. Once having great knowledge, we can complete our work. Once having our tasks done, we can affirm our presence in this environment." (Interviewee 5)

In general, faculty members think that it is not too challenging to socialize with their department since most of new lecturers are partly familiar with the majority of lecturers within their department as a result of the university recruitment policy which gives reference to those who used to be students of the department (Interviewee 2). However, to integrate into the university, it is much thornier. Interviewee 1 said that new members will feel extremely tired because "we may be excellent students but do not have many skills to become a good lecturer who can effectively manage classes as we were not trained on teaching methods at the level of higher education during our student years. Instead, we just learned about the methods of teaching pupils and high school students. We do not know about the psychology of university students and how to work effectively in the university environment." (Interviewee 1)

Though in general socialization at the departmental level is believed to be less demanding, many interviewees said that the success of socialization and its degree "depend on what department it is" (Interviewee 2, Interviewee 5, Interviewee 6, Interviewee 8). This is because "whereas there are sections in which new faculty are warmly welcome and given opportunities to share their opinions and meet others to help them quickly get used to the environment; there are others that do not provide newcomers with opportunities to interact with and understand other members." (Interviewee 3).

Sharing similar ideas and even showing more barriers to the integration of new lecturers in some departments, lecturer 3 said, "I think sometimes this is also quite a harsh environment" (Interviewee 3). By this he meant "lecturers must compete with each other for everything from professional development, scientific research and other elements such as rights and positions" (Interviewee 3). There are even "scrambles for teaching hours and titles." (Interviewee 4)

In order to survive in this environment, lecturers need to complete their assigned tasks (Interviewee 2) and keep upgrading their professional knowledge and expertise skills such as teaching methods and research skills, which are considered the most decisive part for the continuity of an individual's working in this environment (Interviewee 1, Interviewee 4). In addition, lecturers should know how to cooperate with and respect other members both inside and outside the department. This requires personal skills, which means that if these skills are not good enough, it is difficult for them to socialize. This idea is shared by Interviewee 1, "in the working environment, we need to have good communication skills to interact with others and create relationships because people in Vietnam traditionally work with each other based on relationships" (Interviewee 1). These skills prove to be more important given the fact that the university lacks guidance on socialization and facilities to support this dimension such as libraries at the main campus as well as rooms for research, group work and private work (Interviewee 2). As per Interviewee 2, to "create a milestone" in life, faculty must be "strong, brave, and dedicated" to various activities such as scientific conferences and volunteering events and understand students since "the subject that lectures mainly work with is the student. If we do not understand students and are not respected by students, our research results, even excellent are not accepted by them and cannot be successfully shared with them." (Interviewee 2)

When asked about what causes lecturers in general and new members in particular to have such attitudes, beliefs and values and why faculty members need to behave and think in that way, all of the interviewees assumed that this is because they are lecturers of a teacher training institution. That is why they must show respect for each other, help each other and know how to work with many objects in an appropriate way.

> "Morality is very important. This is because different from many other higher education institutions, our university - a teacher training university – is always expected to have lecturers who care about morality. In the Vietnamese's thinking, the word "teachers" has many moral implications. In addition to expertise, teachers should have appropriate ways of behavior with

colleagues, with the surrounding community, and especially with students. Being "the teachers" of "future teachers", faculty of this institution are assumed and required to have these features." (Interviewee 4)

In addition, one of the underlying reasons for the formation and presence of these attitudes, beliefs and values is that lecturers of this institution respect hierarchy, which includes the respect for those who work longer and have a higher position (Interviewee 1, Interviewee 4, Interviewee 6, Interviewee 8). This is why new faculty members need to actively communicate with and respect other peers inside and outside their department. As for the compliance with the university decisions, all of the interviewees saw it as a matter of fact which they themselves are also following. These assumptions which cause lecturers to have above-mentioned behavior and beliefs unconsciously, as defined by Schein (2010), belong to level 3 of the university culture.

> "Usually faculty have no choice but to abide by the decisions by the university because a decision is like "the law of the King". Faculty have to obey it, cannot change it and cannot ask leaders to change it. If I want to make a comment, I have to send it to the department leaders. Then they give it to the section in charge and/or the university leaders depending the content of the comment. The leaders or the section in charge makes a decision then." (Interviewee 5)

As can be seen, regarding the dimension of socialization, the interviewees found that the university gives new faculty members no specific instructions on factors necessary for their socialization with others in the workplace. Based on their experience and observation, the participants claimed that this is an environment that requires new members to actively exchange and collaborate with other members of the organization through a variety of activities. This means that the new member must proactively socialize. Plus, socialization with this environment also involves working successfully with a variety of subjects including faculty members in their department and in other sections as well as students. Moreover, assisting others and taking charge of various things are considered among the most important factors for the successful socialization in this environment, which new faculty members should take notice of. Once again, lecturers' sharing showed that this is a culture that requires its members to complete their assigned tasks and constantly improve their professional knowledge, teaching methods, and professional ethics. This is considered as a condition for the survival and development of new and existing faculty members in this environment. Apart from that, the data also reveal that the department's culture has a great influence on the socialization, survival

and development of both newcomers and current faculty. Not all departments offer support to faculty's socialization and the support if available is provided through a variety of ways. Besides, some departments have relatively high competitiveness in almost every issue. Therefore, to be able to "survive" in this organization and to develop, faculty members must be brave and active in various activities. These are elements in level 2 of the university's culture. According to the interviewees, what guides their behavior, beliefs and attitudes is the belief that lecturers of teacher training institutions are an example of professional knowledge, teaching methodologies and professional ethics, that lecturers respect hierarchy and that they comply with the university regulations and decisions made by the university leaders. These things belong the deepest level of organizational culture – level 3.

Information

Level 1

According to the faculty interviewed, they can find information in their personal email (Interviewee 1, Interviewee 3, Interviewee 5, Interviewee 8). Interviewee 2 considered the university Facebook and the "Personal Management Page" - an online account for faculty members - as sources of information. In addition, the university website also provides some information (Interviewee 2, Interviewee 3, Interviewee 5, Interviewee 6, Interviewee 7, Interviewee 8). There is also word-of-mouth communication such as direct guidance from leaders and information shared by "a little bird" whose name is not publicly and directly mentioned (Interviewee 2, Interviewee 4, Interviewee 5, Interviewee 6, Interviewee 7).

Concerning these sources of information, Interviewee 2 said that through the "Personal Management Page", lecturers can know some information about the university and themselves, but this page is mainly updated with financial information such as their salaries and bonuses while other types of information such as regulations and decisions made by the university are not sent to it. Due to this feature, "when people need information on these themes, they cannot find it easily" (Interviewee 2). The university Facebook is another information channel, but "it is only used to serve activities related to the intake period without sharing information on any other affairs even important events of the university" (Interviewee 2). Meanwhile, the university website is old and unsystematic, some parts of which are even outdated. Lecturer 2 provided an example to illustrate this situation:

"Information on financial regulations on the university website from 2015 until now has not been updated. I tried to look for some information on my raise, but I could not find anything except outdated regulations (…). This is the website of a major institution but many of its important aspects have not been updated for a long time." (Interviewee 2)

"The same is true for reserving a classroom. The university website has no items that store information about this. I do not know what to do if I need to book a classroom. I have to ask this person or that person about the procedure to be given the room." (Interviewee 4)

According to all of the interviewees, the first holders of these sources of information are the university leaders, the deans and vice deans of departments, and the heads and vice heads of administrative sections. These individuals will decide on the extent of information which will be shared with lecturers and staff. As for political information, some lecturers are not authorized to be shared with and it is exclusive for some certain individuals. Another fact is that since the information is mainly disseminated in the top-down way, there may be some information unavailable to faculty when the person in charge of disseminating information forgets to share it (Interviewee 2). Similarly, Interviewee 3 thought that information in the university is not open enough as "there is some information only available to the leaders of the university, departments and administrative sections." (Interviewee 6)

The university hardly ever shares information with the outsiders, but "only related to the intake, my university has information sent to the press" (Interviewee 2). For some other activities, "if the university leaders contact journalists to promote important affairs, the information is given outside. Normally it is not" (Interviewee 2). As for the matter of sharing information with external individuals, "the university assigned the head of the Administrative Section to work with reporters and journalists" (Interviewee 3). This means that a section or an individual has to contact this person for sharing internal information outside and it can only happen once this request is approved.

From what has been shared by the eight interviewees, it can be seen that information is disseminated in various ways. Some of the information not limited to any audiences is posted on the official website of the university. Most information is transmitted by email and/or paper from the highest level to the next level. Then from the next level the information is passed to faculty members depending on the kind of information. This means with the approval from the university leaders, the information is sent to the deans and/or vice deans of departments. Then based on the university leaders' ideas and the

content of the information, the dean and/or vice dean of the department decide on what and how much information is sent to other faculty members. The way information is transferred to faculty members by email and/or paper is illustrated in the figure below.
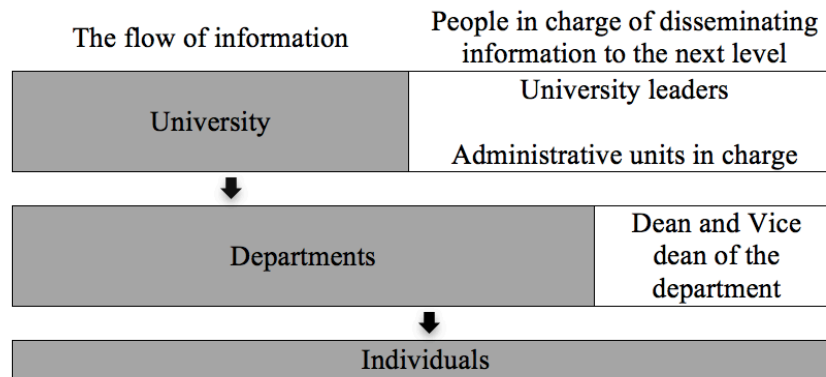
Figure 6. The way information is sent to faculty members by email and/or paper

Information from "a little bird" is shared by different individuals and information seekers normally have to actively ask for information and/or "hear" it from others. As per Interviewee 7, sharing information in this way is no less popular than in the official way. This participant supported this idea with some examples and stories.

> "For example, the university encourages faculty to switch to online teaching, but the mechanism of transferring from normal teaching to online teaching and the mechanism of calculating the remuneration and academic credits in this form of teaching are nonexistent. Likewise, when I asked the university about procedures for being recruited again after I finished my studies in Europe, different staff told me different things which are officially published in nowhere. Then I had to ask many other people to have the accurate information." (Interviewee 7)

Level 2 and 3

With these sources of information and ways of disseminating information, upon receiving the information, according to Interviewee 2, depending on the types of information, lecturers should have different ways of responding. If it is related to them, after receiving the information, lecturers have to do what is mentioned and prioritize urgent tasks (Interviewee 1, Interviewee 3). When it comes to the information which does not specify who must implement the task, lecturers must think carefully before carrying out it.

"We have to carefully analyze it. For me I always analyze information carefully because there are sayings "what is written binds the writer," and "better safe than sorry." Hence, I have to consider who it relates to and how I will deal with it before making decisions." (Interviewee 1)

According to Interviewee 1, Interviewee 2, and Interviewee 3, in case there is something that the lecturers do not agree with, they should respond to the dean and/or vice dean of their department. Then these leaders will bring their opinions to the university leaders and/or a section in charge of this type of information.

Besides, since the great deal of information is taken from "a little bird", it "requires you to have relationships to be shared. It also requires you to spend time gathering information from this person and that person." (Interviewee 4)

Some lecturers such as Interviewee 1 and Interviewee 8 think that they have to analyse the information quickly because the transmission of information is too hasty as Interviewee 1 shared:

"Most of tasks are always very urgent in terms of deadline. Today they (leaders) give me the information, but I have to complete the assigned task tomorrow. There is no time for careful preparation. Preparation time is what I had and what I liked when I studied abroad. If there was a task for me, I was usually told two days, three days or one week prior to the deadline. In Vietnam, this is not the case. I have to adhere to this culture. For example, if my dean or vice dean wants me to be present at the department office tomorrow, they usually call to ask me today. They do not give me chances to arrange my schedule. There were days when I did not work, but I could not go anywhere. I had to stay on campus in other that I could be present immediately when being called." (Interviewee 1)

Explaining why lecturers assumed they should have such behavior, beliefs and attitudes and the fact that interviewees themselves also behave and think like that in reality, the interviewees thought that this is because faculty members comply with what is issued from the university. This is why they have to consider everything carefully and need timely information to be able to complete everything assigned. In case faculty members urgently need to raise their voice, they must communicate their opinions to their department first as they respect hierarchy. These are considered to be the core elements in level 3 of organizational culture that instruct lecturers' behavior, beliefs and attitudes as well as explain the existence of these things in this environment.

"If it is the work assigned by the university leaders, I do it. In case I have comments, I send them to the departmental leaders, then they send them to the university leaders and/or a section in charge. As for the matter whether the leaders take my ideas into consideration, it is impossible to check." (Interviewee 6)

Basically, as can be seen in level 1 of the organizational culture, information at the university exists in both the written and spoken form. The holders of the information are almost always insiders since the university does not have a culture of sharing information with external audiences. Only some of the university's activities are sometimes shared with the outsiders but this action must be approved by a person in charge. The heads of the university and other sections are the people with authority to allow the transmission of information to other subjects. Lecturers are not always able to get all of the information as there is some news exclusive for some relevant actors. Some are not shared with lecturers due to other reasons, for example, the lateness of the sender. The way to spread the information is mainly by paper, email, and word of mouth. Information is sometimes given to lecturers late, so they do not have enough time to prepare for assigned tasks and they have to push themselves to complete them. With this reality, the expected behavior, attitudes and beliefs in level 2 for lecturers are that they must make a careful and fast analysis of information they get, establish relationships and possess various skills. Besides, faculty must implement what they are sent and/or told. In case they desire to share ideas with the university, they should respond to the dean and/or, vice dean of their department. The elements of level 3 of organizational culture which guide and explain the existence of these behavior, attitudes, and beliefs are the assumption that it is compulsory for faculty to comply with the rules and decisions made by the university and that they respect hierarchy in the university.

Strategy

Level 1

Some faculty members had no ideas about how decisions are formulated (Interviewee 1, Interviewee 4) while some argued that decisions in their university are generally made in two ways (Interviewee 2, Interviewee 3, Interviewee 6, Interviewee 8). According to these interviewees, the majority of decisions are made by the university leadership, and some decisions come from departments or administrative sections. Normally when matters are related to the university as a whole, the rector, the deputy rector, deans and vice deans of departments, and heads and vice heads of administrative

sections have discussions with each other to make decisions. As for specific issues of a department or a certain section, the department or the section proposes and sends the proposal and plan to the university leaders and/or the section in charge, then the university leaders and/or the section in charge makes a final decision.

When asked about which strategy is used to make decisions at the university, Interviewee 1 did not respond because the person had no ideas. Some believed that what strategy in use depends on what type of matter it is (Interviewee 2, Interviewee 3, Interviewee 8). For some issues, the university leaders or a section in charge request departments to gather staff's ideas and then send them to the university leaders and/or the section in charge. This process of proposing ideas is summarized in figure 7 below. The use of these ideas remains unknown (Interviewee 6, Interviewee 7) since "for some issues, faculty members have been raising for years but there has not been any improvement yet" (Interviewee 7). The opinions of lecturers are mainly taken when the matters require professional knowledge of lecturers such as giving feedback on the national textbooks for general education while topics on the management and development of the university rarely have lecturers' participation (Interviewee 2). The university leaders also organize meetings with the deans and/or vice deans of departments and the heads and/or vice heads of administrative sections to gather ideas.
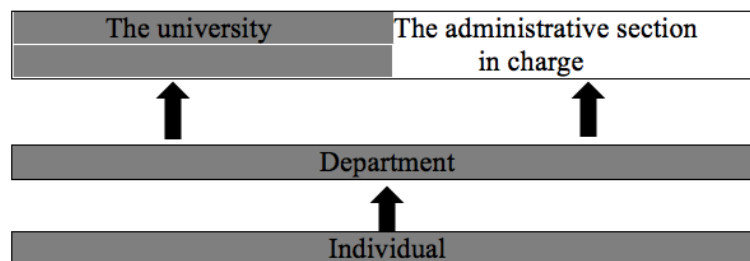
Figure 7. The way ideas are proposed.

All lecturers believed that the university leaders including the rector and the deputy rector are the decision makers. They also agreed that the deans and vice deans of departments and the heads and vice heads of administrative sections are also involved in decision making activities. Among these individuals, the highest and final decision makers are the university leaders. All of the decisions must have their approval.

Concerning wrong decisions, all of the interviewees assumed that there is no penalty for making such decisions since they have seen or heard any information about that. However, Interviewee 3 said that when a decision is wrong, people can respond to the decision-making section or the decision maker. Their feedback should be first given to the dean and/or vice dean of their department, then these leaders share their ideas with the university leaders and/or the relevant section. The interviewees thought that while no punishments are imposed for wrong decisions, retrieving and/or adjusting them are usually adopted to as solutions.

Level 2 and 3

Given the reality of this dimension, according to all of the interviewees, lecturers are expected to strictly and even enthusiastically adhere to decisions even if decisions are not rational as some interviewees shared:

"Sometimes I also shared my feedback, but I had a feeling that people were thinking I was talking too much." (Interviewee 2)

"I have to do this or that to meet the university's demands, and I sometimes find it very difficult to understand these requirements. Those whose tasks are evaluated "excellently completed" according to the university's criteria may not have such a performance in reality, for example. However, whether I like it or not, I still try to meet the requirements so that I will not be fired." (Interviewee 4)

"In case the provision of information is late, we still have to try our best to meet the deadline." (Interviewee 8)

If lecturers have ideas, it is also possible for them to share, "but in general the culture of the university does not expect or encourage lecturers to make comments" (Interviewee 1). Especially the university leaders are not usually receptive to dissenting opinions. Lectures are considered as "offenders" or even "rebels" if they contribute ideas contrary to leaders' (Interviewee 2).

All of the interviewees said that in reality they also behave and think according to what is considered as expected attitudes and beliefs. It means that they comply with the university decisions and rules. Moreover, most lecturers have never contributed suggestions for the university when it comes to

decision-making-related matters and have never been encouraged to share their opinions either (Interviewee 1, Interviewee 2, Interviewee 4, Interviewee 5, Interviewee 6).

"In general, academic staff do not care much about decisions because it is the culture of Vietnam. It is common in Vietnam that only directly relevant people or ones with the leadership positions often raise their voice, and their opinions are more likely to be taken into account. Those who are not directly relevant to decisions and/or have no managerial positions often keep silent or simply give a nod of the head. I often air my voice because I am a straightforward person but almost all of my colleagues do not behave like that. Only when they are asked, do they answer. Otherwise, they are quiet. They also discuss the matter behind but never say in the meetings." (Interviewee 1)

This is because in their views, as university faculty members, they comply with the rules and decisions made by the university. It is something natural and unquestionable. Interviewee 1 and Interviewee 4 also said that this belief also explains why most decisions are made in a top-down manner and lecturers almost have no ideas or information about the penalties for wrong decisions. This belief which causes the university to employ such strategies and guides lecturers' behavior and beliefs is supposed to belong to level 3 of the university culture.

From what has been provided by the interviewees, it is clear that when it comes to the matter of strategy, the top-down approach is commonly used in the university. If strategies are given in the bottom-up direction, they usually go through different levels. This means that lecturers who intend to participate in the strategy development must share ideas with the dean/vice dean of the department and then these leaders pass them to the university leaders and/or the section in charge. No matter which way is utilized, the university leaders are the ones deciding whether a proposal is accepted or not. The university rector and the deputy rector do not usually take the opinions of lecturers and other subjects such as students into account but welcome suggestions offered by the leaders of departments and administrative sections with little suspicion and scrutiny. These leaders are referred to as advisors for the rector and the deputy rector (Interviewee 2). There are no penalties for unreasonable or wrong decisions, but retrieval and correction are common ways in use. These are organizational structure and behavior norms in level 1 of the university's culture. When a decision is made, faculty members are expected to abide by it and often not encouraged to raise questions and/or comments. Sharing of opinions, if any, is almost by leaders and only their opinions are often taken into consideration. On

the contrary, lectures are often considered as offenders and even rebels if they contribute ideas contrary to the leaders'. Espoused values and beliefs of level 2 are also supposed to be the basic assumptions – level 3 of organizational culture of the university.

Leadership

Level 1

All of the interviewees agreed that the rector and the deputy rector are the university leaders. Moreover, the heads and vice heads of other sections are considered as leaders as well. They are deans and vice deans of departments and heads and vice heads of administrative sections. Most lecturers interviewed believed that the leaders of the university must be recognized by the authority (Interviewee 2, Interviewee 3, Interviewee 4, Interviewee 5, Interviewee 7, Interviewee 8). To be specific, the rector and the deputy rector are appointed by the Ministry of Education and Training and other leaders are appointed by the rector.

The concept of informal leaders is almost nonexistent in this academic environment. There may be outstanding and prestigious individuals such as lecturers with many publications and research projects, who are respected by others, but they are not regarded as leaders as shared by the majority of the interviewees. This may be "the same in other institutions in Vietnam" (Interviewee 2) as usually people associate leadership with positions which must be established by the authority (Interviewee 2, Interviewee 3). However, Interviewee 6 said that it is probable that there are informal leaders in the university but the interviewee has not had a chance to know. Similarly, Interviewee 1 held the idea that the university has informal leaders because "the university has the traditional veneration of mentors, so it shows the respect for the people who do not need to have titles but have worked at the institution for a long time and have affirmed their prestige. These individuals still have a place in the university" (Interviewee 1). This may be what Interviewee 2 referred to as "you, yourself, consider that person to be the leader. He or she is your own leader but everyone does not think like that" (Interviewee 2). In addition, Interviewee 3 said that compared to the power of the university leaders – the rector and the deputy rector - that of some leaders of departments and administrative sections is no less strong.

In order to disseminate the values of the university and call for the support of everyone in the organization, basically "each leader performs the tasks they are assigned. They make decisions for

the matters they are assigned" (Interviewee 3). In addition, they also communicate with staff through documents or sometimes meetings (Interviewee 5, Interviewee 7). Apart from that, "I have not seen the popularity of other strategies yet. Until now I have had no impression with strategies the university leaders used to popularize the university values and call for others' support." (Interviewee 4). Additionally, the rector and deputy rector do not fully understand the situation of each section but rely on reports from the dean and/or vice dean of each department and spread information through these individuals as well (Interviewee 2, Interviewees 3). The university leaders also get information on the department from a Communist Party member in charge of a certain department, not directly from faculty members (Interviewee 5).

Level 2 and 3

With the current leadership, all of the interviewees agreed that lecturers are expected to fulfill their own tasks. They need to respect leaders as well (Interviewee 1). In addition, in case they had better give comments, they should behave politely (Interviewee 1). Also, lecturers must be more enthusiastic and active in their career and contribute to the development of the university in different ways as required by the university leaders (Interviewee 2).

Additionally, some interviewees (Interviewee 1, Interviewee 5, Interviewee 6) said that the university lecturers are not encouraged to have adverse comments and they thought that their comments are often ignored by the leaders:

> "I have attended a meeting for the whole staff and the university leaders only once, so I cannot make a comparison. Nonetheless, according to my senior colleagues, who have attended this kind of meeting many times and have been suggesting enhancing the quality of parking lots and laboratories, the issues raised have not been solved yet." (Interviewee 6)

These interviewees said that lecturers should have these behavior and beliefs because everything at the university follows a hierarchy (Interviewee 1, Interviewee 5, Interviewee 6). Therefore, lecturers must have respect for leaders. In addition, lecturers must be supportive and enthusiastic about the leadership's ideas and strategies because it is their tradition to comply with what the university decides without being encouraged to contribute opinions especially ones contrary to the leadership's.

"In general lecturers are expected to be observers and not hoped to be questioners. The university has no concern about whether lecturers are satisfied with the decisions or not. They are like orders and lecturers must obey." (Interviewee 2)

To sum up, based on the participant' opinions, in the university only those who are officially appointed are considered as leaders. They are the rector, the deputy rector, deans and deputy deans of departments and heads and vice heads of administrative sections. In promoting the values of the university and calling for the support of the staff, the university leaders primarily focus on accomplishing their assigned tasks and gathering information on departments and administrative sections from the leaders of these sections and Communist Party members in charge of these divisions. These are visible elements in level 1 of the dimension of leadership which exist in the culture of the university. With this leadership, faculty are expected to have respect for leadership and be more motivated and enthusiastic to contribute to the development of the institution. The elements that cause the domination of these behavior and perception, which belong to level 3 of culture, are beliefs that it is natural and traditional for faculty members to respect hierarchy and to comply with the rules and decisions made by the university.

4.3.2 Organizational culture and turnover intention
Environment

All of the interviewees agreed that the current environment has certain effects on lecturers' working at the university. This environment makes it easy for lecturers to reach the workplace and access other services (Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4). For some reasons, this is clearly one of the advantages of the university when compared to many universities located in suburban areas.

"The majority of faculty members and students live in the inner-city areas, so they will get tired easily with such a long distance. When feeling tired, they cannot have good preparation for lectures. Similarly, when they get home, they will not have much time and energy to study. For these reasons, people are a bit afraid of that environment." (Interviewee 4)

With this position, the university has many advantages but it cannot avoid some disadvantages. One of the disadvantages is many classes of the university are polluted by "different types of noise" as the narrow space of the university is surrounded by many buildings such as houses and malls (Interviewee

4). Noise pollution affects many teaching and learning activities. The teacher training environment, which expects the presence of "high" standards of behavior and use of good language as mentioned by Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4, Interviewee 5, Interviewee 7, and Interviewee 8, is also "affected by the mixed sounds from the outside to some extent" (Interviewee 4). In addition, lecturers felt that their university seems so small when it is located among high buildings in the area and the security is not tight enough as it allows all visitors to enter the campus. (Interviewee 2, Interviewee 3, Interviewee 4)

Although affirming the effects of the environment on the work as well as the attitudes of lecturers, all of the interviewees said that whatever the environment is like, lecturers' attachment to the workplace and the formation of their turnover intention depend on other factors rather than geographical ones.

Mission

Many interviewees (Interviewee 1, Interviewee 3, Interviewee 4, Interviewee 5) said that mission is one of the dimensions that have an important influence on lecturers' intention to leave their workplace. The mission of the university is generally said to reflect the university's tradition of training teachers for the Southern region in particular and the country in general. The university is also selected as a key university of the country, so its mission also highlights the tasks entrusted by the Ministry of Education and Training - doing research activities (Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4). Many faculty members (Interviewee 3, Interviewee 4, Interviewee 6) argued that these characteristics in the mission make faculty more attached to the university without having the intention to quit, "for me, I still like the teacher-training environment of the university" (Interviewee 4), despite other factors such as low salaries or inadequate facilities (Interviewee 3, Interviewee 4, Interviewee 6).

> "Of course, the average salary of the university is not competitive, but I myself and many other lecturers can still accept it because I myself and probably others have determined that when working in a teacher training environment, we should not put too much emphasis on incomes. Even when I gave students more hours of instruction, I did not think about asking for extra as long as the content of the course is fully covered and the students understand the matter." (Interviewee 6)

However, the inconsistency between the mission and policies formulated is one of the reasons why lecturers lack of desire to continue working for the organization. The mission emphasizes high quality teacher training as well as the promotion of scientific research activities. These focuses all aim to help the university work as a key teacher training institution in the South of Vietnam, in the whole country and in Southeast Asia in the future. However, in fact, the university highly appreciates other activities which cannot provide clear connections with the mission and shows no support to the mission either.

> "The university has not paid attention to the lecturers' engagement in academic activities. In contrast, non-professional activities are promoted. Gradually people have formed the thought that among the criteria used to assess lecturers' performance, expertise is not an important aspect but the participation in volunteering and entertainment activities organized by the university or something like that is more valuable. Participating in these events is voluntary, but it has become a criterion for assessing the performance of the faculty's work. This has many problems. It makes lecturers feel unfair. That is why faculty members intend to leave for a different organization" (Interviewee 4)

This inconsistency can also be seen through the fact that although the university positions itself as a key institution specializing in teacher training, the number of students in the teacher training track has been decreasing compared to that of students in the non-teacher training one (Interviewee 2, Interviewee 4). Obviously this causes the increase in the presence of non-pedagogical students. Due to this trend, many lecturers feel that this is no longer an environment with the mission they desire to pursue. Consequently, they intend to transfer to other teacher training institutions whenever possible (Interviewee 2). With regards to this phenomenon, some lecturers (Interviewee 2, Interviewee 4) believed that it is difficult for the implementation of the mission since the university is under the control and impact of many factors such as social needs, state guidelines and lack of financial resources.

Socialization

All of the interviewees agreed that socialization is a dimension that causes faculty's intention not to continue working for the university. Some interviewees (Interviewee 2, Interviewee 3, Interviewee 8) hold the belief that the degrees of success in socializing with others in the organization relies on

the department for which the faculty members are working. Interviewee 3 and Interviewee 8 highlighted:

"Concerning socialization, reasons for lecturers' leaving the university are mainly related to the department rather than the university since the university leaders do not understand and directly intervene in the work of each individual and each department. If the department tends to prevent from or gives no support to lecturers' integration into the workplace and if the relationship among lecturers in the department is not friendly, it is more likely that lecturers intend to leave their organization since they feel isolated. Undeniably there are causes concerning the university leaders and the university as a whole, but they are very few." (Interviewee 3)

"Depending on each department. There are departments whose lecturers do not often meet each other. Accordingly, faculty members in these departments have few chances to interact with their peers. This causes new members to spend more time socializing with other faculty members. This process may lead to the situation that they feel isolated, which results in the formation of their intention to leave the organization." (Interviewee 8)

In contrast, there are departments which provide new faculty members with different types of support such as organizing meetings for them to know other members and to understand culture of the section and introducing them to activities which can help them better understand the university. These actions are said to make newcomers more engaged with the department, reducing their intention to leave the organization. (Interviewee 3, Interviewee 8)

Regarding the university as a whole, in general, lecturers do not have a strong attachment to it because "there are no activities organized by the university to connect staff with the workplace as a whole. Our university has so many administrative and academic staff, so it is hard to have such activities" (Interviewee 3). Hence, "lecturers will leave if they find a better job" (Interviewee 2) because they do not feel connected with the environment they are working in.

Some interviewees (Interviewee 1, Interviewee 4) said that lecturers may want to leave this organization because in order to socialize with other members and maintain networks they must know how to work with others and have relationships. To meet these norms, it is even the case that they have striven to "act" (Interviewee 4). Nonetheless, probably they neither really have these skills nor

like these ways of socializing with others. Therefore, they think about leaving the organization and they will depart when they cannot endure these cultural features anymore.

"I have to act. I know there are some people who totally dislike me and they make difficulties for me, but I keep calm and try to act a nice person in front of them. I have to lower myself a little to work with them while it is the duty that they have to do. For example, in my university, some administrative sections are friendly and professional, but they appreciate diplomatic manner from others. Plus, when solving problems, they also give priority to those who have relationships with them. I cannot stand the word "diplomatic" used as a requirement for socialization with some people and sections." (Interviewee 4)

Information

Many interviewees agreed that this dimension has substantially contributed to the departure of faculty members in various ways (Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4, Interviewee 5). One of them pertains to the fact that information has not always been accessible to lectures. To be specific, the department email is only accessible to some people while almost all of the university information is sent to it. Some people with authority and responsibility read the information and they decide which part will be sent to others. Apart from that, some information does not reach lecturers although it is relevant to them due to the negligence of the person in charge of disseminating the information.

"Of course it has a great impact on faculty turnover intention, which results from feeling isolated from others and the workplace day by day when they have missed so much important information." (Interviewee 4).

Sometimes the dissemination of information is "a mess" (Interviewee 1) while many lecturers prefer to work logically and systematically - "avoiding leaving not-to-finished-yet work to solve other things" (Interviewee 1). They can only work effectively when "this one must be done before jumping to another. Plus, to complete a task, I must be given at least two days, three days or more depending on the duty. The leader should give a reasonable deadline depending on the task. If I can find a university with better environment, I will leave for it immediately." (Interviewee 1)

To be able to gather information from "a little bird", lecturers are required to take part in various events and activities (Interviewee 1, Interviewee 2, Interviewee 3, Interviewee 4). Through their

participation, lecturers will have many sources of information and establish networks. Nonetheless, these actions are not connected with or give no support to the university's mission which highlights training high quality teachers and doing research activities (Interviewee 1, Interviewee 4). Besides, as a consequence of spending time gathering information from different sources, "trainers who focus their time on these things cannot have time for professional development." (Interviewee 4).

Besides, the fact that spreading information by word of mouth is popular while official channels for information dissemination do not effectively work also causes lecturers' turnover intention because they "feel fake and uncomfortable" (Interviewee 4) when forcing themselves to build "relationships" to gain information or to achieve something. Currently, they "must try to accept and ignore if possible", but at the same time they are thinking about quitting their job in the future in case their suffering reaches its limits (Interviewee 4).

Strategy

The majority of decisions are made through the-top-down approach which rarely takes opinions from various stakeholders into serious consideration. This makes lectures lose their interest and trust in decisions made by the university as Interviewee 4 pointed out:

> "The university only expects people to agree on or have no ideas about its decisions. Gradually I do not care anymore about them because my opinions are not appreciated. Take a meeting I have recently attended as an example. When the chair of the meeting called for discussions, no one wanted to contribute because everyone knew that their opinions do not matter. Everything had already been decided by leaders. Lecturers kept silent for good. They lose their trust. Even if the university truly welcomes faculty members' ideas, it would be hard to regain beliefs which had been lost. No single actions can reverse the whole thinking of others, but there must be many efforts from the university day by day. It is a long process." (Interviewee 4)

Plus, since rarely have their ideas been taken into consideration, faculty members "sometimes find it very difficult to understand decisions made by the university" (Interviewee 4) and feel unfair because "those whose tasks are evaluated "excellently completed" according to the university's criteria may not have such a performance in reality" (Interviewee 4). With the passage of time they have formed the intention to leave the organization (Interviewee 2, Interviewee 4, Interviewee 5).

Additionally, the fact that lecturers abide by decisions without having opinions listened also affects their intention to leave the organization (Interviewee 1, Interviewee 2, Interviewee 4, Interviewee 5, Interviewee 7, Interviewee 8). This intention develops from their feeling of being forced when "they (decisions) are like orders which lecturers must obey" (Interviewee 2).

> "There are decisions that I have to obey although they are not really sensible. There are tasks that allow too little time to complete. Lecturers will find the university unprofessional and gradually have an intention to find a new environment." (Interviewee 7)

> "There are many cases in which faculty members must complete a duty which was given just a day before. This makes them feel somewhat irritated because the lecturers themselves are also undertaking many other tasks. Everyone has their plans. If it happened only a few times, it is fine. However, this is a common thing, so it makes lecturers feel that their working environment is very unprofessional" (Interviewee 8).

Leadership

Some interviewees said that because lecturers are forced to complete tasks assigned by leaders while the sharing of their opinions especially adverse ones are not encouraged, they have the intention to leave the organization (Interviewee 1, Interviewee 6, Interviewee 7).

> "When we are in an environment in which we do not have many rights and many opportunities to contribute ideas, we feel as if we were living under dictatorships, which is very stuffy and stressful. That is why some intend to leave for more respect, comfort, and freedom." (Interviewee 1)

The fact that leaders mainly get information from other leaders and Communist Party members is also a reason for the formation of lecturers' turnover intention. With little attention from the university leaders, faculty feel that their effort is not recognized. This belief is strengthened by the fact that "regardless of how you perform, your salary and benefits are unchanged" (Interviewee 2) and lectures' ideas are rarely taken into account.

> "I feel the environment is so fake. For example, a conference for all university staff is supposed to be an opportunity for lectures to express their opinions, but in reality it is not really like that. You used to share ideas with enthusiasm. You wished to develop the university. However, after

you had tried several times in vain, the fire began to die down because what you commented on has not been improved. You no longer have the motivation to do that again." (Interviewee 4)

All in all, organizational culture has influences on turnover intention of faculty to some extent and different elements contribute to the formation of this intention. In addition to showing the impact of the dimension of environment that is thought to be unavailable, the participants also revealed that the remaining dimensions which exert effects on faculty turnover intention have mutual relationships rather than existing and making impacts as individual entities. However, the lecturers interviewed also believed that the effects of these cultural factors on individuals may be different because it sometimes also depends on the department that lecturers work for as well as their backgrounds such as whether they studied at the current department before or not and what skills they possess.

Chapter 5 - Discussion

In summary, the university's organizational culture is reflected in the six selected dimensions as well as many elements of these dimensions. In general, they have a variety of impacts on the behavior, beliefs, attitudes and perceptions of university faculty members. Most of the interviewees believed that being a teacher training university as well as a public institution contributes to the existence of many cultural features of the organization, some of which are very different from those in other types of universities.

5.1 Organizational culture of the higher education institution

5.1.1 Level 1 and 2 of organizational culture through the dimensions

The following table summarizes main elements in level 1 and level 2 of each dimension of organizational culture found in this research.

Table 3. Main elements in level 1 and level 2 of each cultural dimension

Dimension	Level	Elements
Environment	1	The location of the university is in the educational hub. The location of the university is easy to access. Faculty members dress and behave politely.
	2	Faculty members need to constantly develop themselves professionally, methodologically and ethically.
Mission	1	The mission is long. The mission is ambiguous. The university does not share its mission widely. The university rarely emphasizes its mission. The mission is the basis for some decisions. The mission is not the basis for some decisions.
	2	Faculty members must comply with the mission. Faculty members need to constantly develop themselves professionally, methodologically and ethically.
Socialization	1	The university does not have specific instructions for faculty members to know what to do to socialize with others in the environment. Some departments have some types of support to help new lecturers socialize with others. Some departments do not provide any support for new lecturers' socialization with others.

	2	Faculty members must actively communicate with other members.
		Faculty members should help others with their work.
		Faculty members must undertake various tasks.
		Faculty members have to respect each other.
		Faculty members are required to know how to work with a variety of stakeholders.
		Faculty members must constantly improve their professional knowledge, teaching methods and professional ethics.
		Faculty members need to complete the assigned tasks.
		Faculty members in some departments must compete with each other for many issues.
		Faculty members must be brave and dedicated.
		Faculty members must have relationships with others in the institution for successful socialization.
Information	1	Information can be found in papers, on the university website, in business emails, on the "Personal Management Page" and from various individuals.
		Information is disseminated by paper, email, and word of mouth.
		The holders of information are members of the university.
		Faculty members do not always get the information.
		News and/or notices are often disseminated late.
		The university rarely shares information with external stakeholders.
		The official information channel is not updated.
	2	Faculty members must analyze information carefully.
		Faculty members must implement what they are sent and/or told by their leaders.
		Faculty members should contact the dean and/or vice dean of their department for information-related issues.
		Faculty members must have relationships to have timely information.
		Faculty members must have skills to have timely information.
Strategy	1	Most decisions are made by the top-down approach.
		Decisions proposed by the bottom-up way must follow an order from the departmental level to institutional level.
		The rector and the deputy rector are those who decide on the implementation of decisions.
		There are no penalties for wrong decisions.
		The university gets staff's ideas to make decisions.
		The university uses department leaders' ideas to make decisions

	2	Faculty members are expected to strictly adhere to decisions. Faculty members are often not expected to make inquiries or comments on decisions.
Leadership	1	Leaders in the university are individuals appointed with official documents from ones with authority. Leaders mainly focus on their assigned tasks. The university leaders mainly get information from other leaders and Communist Party Members. The university leaders seldom meet faculty members in person.
	2	Faculty members must fulfill their duties. Faculty members must be more enthusiastic about contributing to the development of the university. Faculty members must have respect for leaders. Faculty members should not make adverse comments on leaders' ideas.

As Schein (2010) defined, basic assumptions are fundamental beliefs, values and perception which are taken for granted and tend to be uncomfortable and non-debatable. From the information provided by the interviewees, it can be seen that this higher education environment has a number of different values and beliefs recognized by lecturers. However, probably not all of them are values in use in level 3; instead they may be just espoused values in level 2. They are chosen to represent cultural features of the organization because of, as described by Schein (2010) as well as Siehl and Martin (1980), employees' impressions of management and social desirability biases.

5.1.2 Level 3 of organizational culture through the dimensions

To recognize elements of level 3 of organizational culture, the research selected values and beliefs that are said to influence the ways people truly behave, act, and think in this environment. Apart from that, these values and beliefs are also used to explain the existence of norms, values and beliefs in each dimension of organizational culture of the university. The following elements are considered as the values in use of level 3 of the university's organizational culture:

- Morality, professional knowledge and teaching methodologies of faculty members are placed on the top in a teacher training university.
- Faculty members follow hierarchical order.
- Faculty members comply with the rules and decisions made by the university.

When comparing these values, beliefs and perceptions with what the lecturers interviewed considered to be fundamental or core values of their university, the research found many matches. In particular, the interviewees also said that key points of the university values are thorough professional knowledge, teaching methodologies and exemplary behavior of faculty members towards colleagues, students and the surrounding community. This further enhances the possibility that these features are basic assumptions of the organizational culture of the university, which can be used to explain the formation and development of many other cultural features. These basic assumptions can be illustrated as follows.
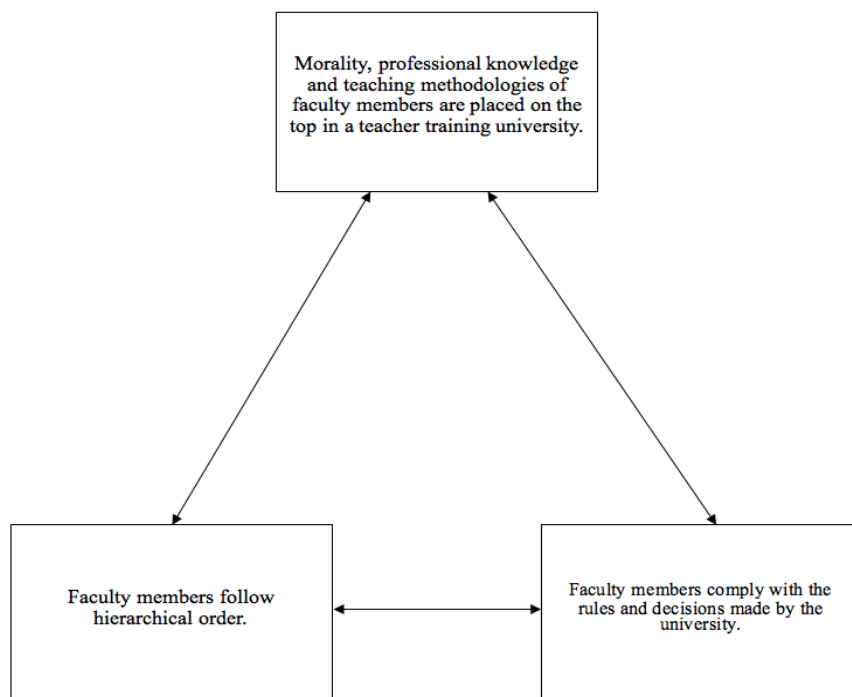
Figure 8. Level 3 - the basic assumptions of organizational culture

These assumptions, as called by Schein (2010), are the essence of culture or cultural DNA. The two-direction arrows as shown in the figure are intended to emphasize one thing that it is impossible to explain the cultural elements of an organization based on a separate assumption. Instead, organizational culture can be understood only through consideration of the combination of these assumptions. "It is this level of basic assumptions and their interconnections that defines some of the essence of the culture - the key genes of the cultural DNA." (Schein, 2010, p. 44)

According to the participants, hierarchical order involves not only the positions of individuals at the university but also the age of the university faculty and staff members. The university lecturers respect and ask for advice from older lecturers on many issues. The university also considers seniority as a factor for recommending promotion and rises as Interviewee 2 shared "as for rewarding and promotion, they are done based on the rotation rules. Individuals with high level of seniority are the first receivers and then others will be rewarded and/or promoted regardless of the fact that there are others who have greater performance. It is similar to the rise." (Interviewee 2). This result is different from what Alvesson (2004) found when offering seven features distinguishing universities from other organizations as mentioned above. Specifically, this researcher said that hierarchical division almost does not exist in the university environment, where lecturers have very high autonomy. The national context may explain for the existence of this difference as the study assumed. What Alvesson provided is based on information from Western institutions whose culture tends to be dissimilar to Vietnamese universities'.

Another noteworthy feature is that the belief that faculty members comply with rules and decisions made by the university also implies the assumption that faculty members do not make inquiries or comments especially adverse ones on the university' decisions, "faculty have to obey them, cannot change them and cannot ask leaders to change them" (Interviewee 5). In short, the concept of compliance in the university is associated with not making comments on the university's decisions and leaders' ideas especially unfavorable ones.

Certainly, there should be more time and observation for defining more elements of level 3 of organizational culture. Especially, to be able to clearly distinguish espoused values of level 2 from basic assumptions of level 3, much more investment is required. However, as J.Steven Ott (1989) stated:

> Despite the dangers inherent in using level 2 elements, if in fact organizational culture (a) influences behavior in and of organizations; (b) increases understanding of organization members; and (c) can be used to predict behavior (at least in some circumstances), then (d) level 2 elements of organizational culture (values and beliefs) should be better predictors of organizational behavior than level 1 elements (artifacts and patterns of behaviour) – because they are conceptually closer to Schein's *true* organizational culture that resides in level 3 (basic underlying assumptions). (J.Steven Ott, 1989, p. 60)

5.1.3 Emerging themes and the interconnections among the dimensions

Through the sharing of the lecturers interviewed, another new theme has emerged, which is called "relationships". This is considered by all interviewees to be a typical feature in the culture of their workplace. Lecturers are expected to have relationships in terms of socialization and information if they hope for success in socializing with others and having timely information. Among various ways leaders use to make decisions, use of relationships is also included as a common strategy. This can be shown through their mainly relying on the opinions of a group of people – other leaders.

Besides, from the themes provided to investigate organizational culture and its impact on faculty turnover intention, the study witnessed the emergence of the elements of salary and promotion in the dimensions of strategy and leadership. This is different from what discussed by other studies such as those by Szilagyi (1979), Khatri et al. (2001), Falch & Strøm (2005), Labatmediene (2007), Candle (2010), and Adi (2016) since these scholars placed them in the group of regulations and rules rather than organizational culture. Here the matters concerning rises, rewards and promotions (associated with the rise) are believed to belong to the topic of organizational culture as well because the formation of the university's regulations on these financial matters are thought to be based on the long-standing norms of the university. In addition, the fact that people are offered a rise, reward, promotion is often based on the principle of rotation and seniority, which is not specified in the university's regulations but a habit or tradition of the institution. These features are almost absent in the current literature. This may be because they are unique cultural characteristics of an institution or country while the topic about organizational culture of universities in Vietnam has not much explored yet.

The relationships or interconnections between dimensions, which used to be highlighted by Tierney (1988), are confirmed by this research as well. These terms mean that it is difficult to completely separate a dimension from the others. They influence each other and have overlapping areas. This research did show this feature. For example, the situation that information related to faculty members is often provided to them late can depend on how information is disseminated, how leaders work and/or how decisions are made.

From the analyzed data, it can also be seen that the revelation of different levels of organizational culture through viewing culture of an organization from different dimensions has formed a diverse and multi-layered picture of this theme. Like ideas of researchers such as Schein (2010), Barley

(1991), and Lim and Bernard (2016) who affirmed that level 1 shows the visible and audible elements of culture but it may only reflect the surface of culture, the data of this research also revealed a similar finding. Specifically, when looking at level 1 of organizational culture of the institution in the dimension of strategy, people will think that the organization encourages and takes the opinions of lecturers into consideration. However, this turned out to be opposite after level 2 and level 3 were explored. In fact, the university sometimes gather faculty members' ideas instead of listening to and/or using them. Apart from that, lecturers are not encouraged to contribute ideas especially ones contrary to decisions made by the leaders and their ideas.

5.2 Organizational culture and faculty turnover intention

In examining how organizational culture influences faculty turnover intention, the research found that five out of six dimensions of organizational culture contribute to lecturers' intention to depart from the organization. The other dimension – environment – does not show its impact on faculty's attachment to the organization although it is said to have both advantages in terms of offering lecturers and other subjects an ideal environment for educational activities and an easy access and disadvantages of a small campus with a variety of noises. This is contrary to findings presented by other researchers such as Sudhashini et al. (2016) and Yan et al. (2015) since they found the impact of working location on the mobility of faculty members.

5.2.1 The impact of each dimension in organizational culture on faculty turnover intention

Mission

In each dimension, there are various elements that make indirect impacts on lecturers' intention to quit their organization with varying degrees of influence depending on each element of each dimension. Specifically, regarding the dimension of mission, although it generally receives the consent of the majority of lecturers because it reflects the duties that the Ministry of Education and Training has entrusted to the university as well as the tradition of the university since its establishment, this dimension also contributes to faculty's intention to leave work. The situation that decisions made by the university leaders and the mission do not match causes faculty members to intend to leave their organization. This intention is formed from their feeling unfair as what they have done is not appreciated by the university although it serves the university's mission. Due to this

inconsistency, faculty members do not feel attached to the workplace either because implemented strategies do not support what they hope to see as stated in the mission. This situation was once pointed out by Merton (1957). The researcher believes that a university's mission may contain informal claims called "latent functions" apart from those publicly stated, and the university needs to fulfil both types of functions to meet the needs of different stakeholders. According to the lecturers interviewed, the university has also been focusing on the non-teacher training track, which is not emphasized in the official mission, and tends to invest more in this track compared to the teacher training one. This concentration is believed to fail to meet the needs of many lecturers and make them feel not attached to the workplace. The influence is summarized in the figure below.
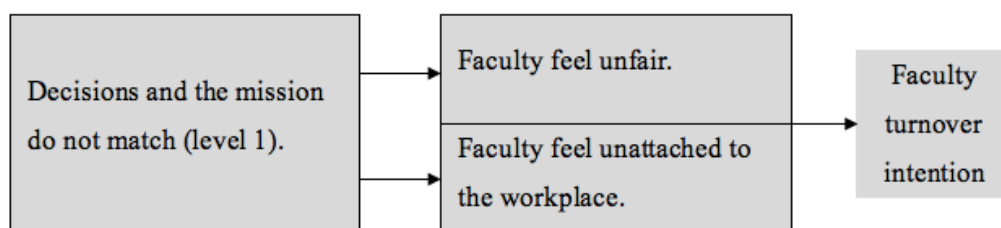
Figure 9. The impact of the dimension of mission on faculty turnover intention

Socialization

The fact that the university almost has no activities to guide or support the socialization of new faculty members creates their feeling of disconnection from the environment, which may result in their choice of a new place after trying in vain to integrate into the environment. It is said that the lack of activities from the university to support the socialization of new faculty members results from the large number of staff and the diversity of specialization of lecturers which can be more effectively supported by the departments themselves. The data also show that for some departments, there is no support for new faculty members' socialization and this makes faculty members feel separated from the workplace. Suffering this feeling, they will think about working for a more suitable organization. The fact that lecturers are required to have skills and relationships to be able to socialize with others in the university also impacts faculty members' attachment to the university in the way that they may leave it since they think it is dishonest when using them. These findings are somewhat in line with Adi (2016)'s research results, who claimed that lack of interpersonal communication is one of the reasons for the turnover intention of faculty members. The relationship between this dimension and faculty turnover intention is illustrated in the figure below.

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┌──────────────────────────┐        ┌──────────────────────────┐
│ The university almost has │        │                          │
│ no activities to guide or │──────► │ Faculty feel disconnected.│
│ support the socialization │        │                          │
│ of new faculty (level 1). │        │                          │
└──────────────────────────┘        └──────────────────────────┘        ┌──────────────┐
┌──────────────────────────┐        ┌──────────────────────────┐        │   Faculty    │
│ Departments do not provide│        │                          │        │   turnover   │
│ support for new faculty's │──────► │ Faculty feel isolated.   │──────► │   intention  │
│ socialization. (level 1). │        │                          │        │              │
└──────────────────────────┘        └──────────────────────────┘        └──────────────┘
┌──────────────────────────┐        ┌──────────────────────────┐
│ Faculty must have skills  │        │                          │
│ to be able to socialize   │        │                          │
│ with others (level 2).    │        │                          │
│                           │──────► │ Faculty feel dishonest.  │
│ Faculty must have         │        │                          │
│ relationships to be able  │        │                          │
│ to socialize with others  │        │                          │
│ (level 2).                │        │                          │
└──────────────────────────┘        └──────────────────────────┘
```
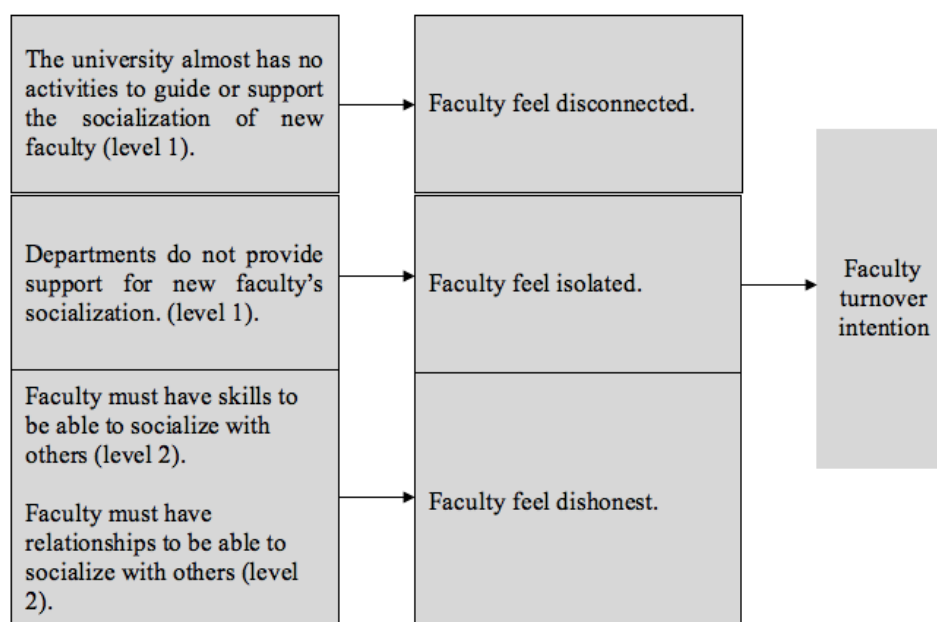
Figure 10. The impact of the dimension of socialization on faculty turnover intention

Information

The way in which information is disseminated also causes faculty members' intention to work for a new organization as their sharing. This is because getting information in a timely manner relies on relationships, which makes lecturers feel annoyed. They also think that it is dishonest to use this way. Therefore, they intend to search for a place where they can access official information timely and easily. Another thing regarding the information is that a large amount of information is shared through "unofficial channels" such as word-of-mouth communication rather than official ones such as the university website and emails sent by the leaders, which makes faculty feel time-consuming. Gradually, this leads to their intention to work for a new organization. Getting late information also causes faculty turnover intention. This intention is said to be developed from lecturers' feeling annoyed and stressed. The formation of faculty turnover intention due to the impact of the dimension of information is more understandable given the fact that faculty members are often busy with many tasks and the performance of new duties without timely information will be a burden for them, which is hard to be removed due to time limits. Furthermore, the fulfillment of additional tasks is not recognized by the leaders for pay rises and promotions. Issues related to information in universities such as the contrast between the lecturers' needs for information and the ambiguity and lack of information as mentioned by Alvesson (2004) are believed to be one of the common problems often

found in higher education institutes across the world. The relationship between the dimension of information and faculty turnover intention is illustrated in figure 12.
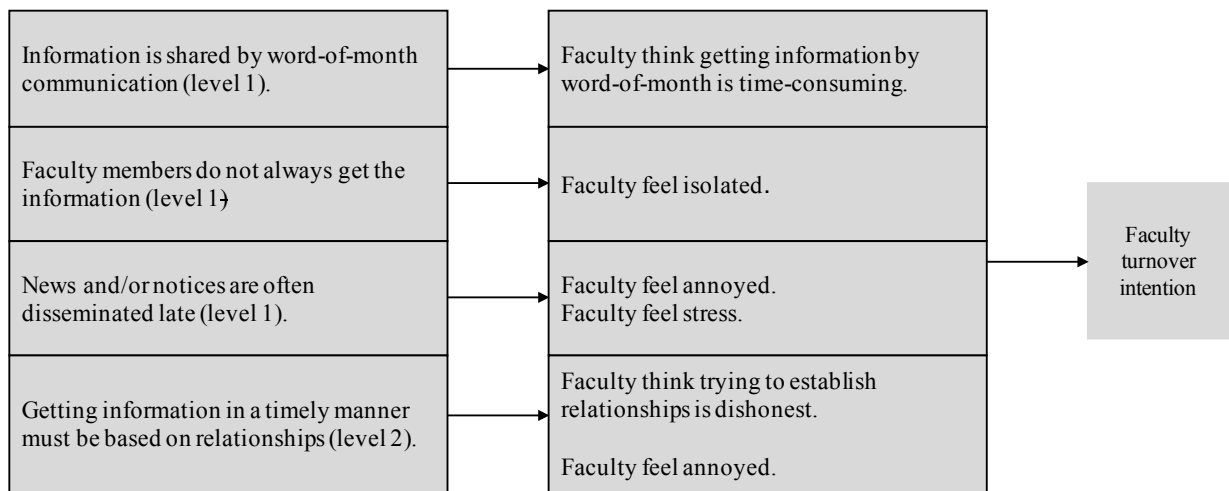

Information is shared by word-of-month communication (level 1).	Faculty think getting information by word-of-month is time-consuming.	
Faculty members do not always get the information (level 1).	Faculty feel isolated.	Faculty turnover intention
News and/or notices are often disseminated late (level 1).	Faculty feel annoyed. Faculty feel stress.	
Getting information in a timely manner must be based on relationships (level 2).	Faculty think trying to establish relationships is dishonest. Faculty feel annoyed.	

Figure 11. The impact of the dimension of information on faculty turnover intention

Strategy

Concerning the dimension of strategy, the most commonly-used strategy in decision making - gathering opinions from the leaders while paying little attention to other actors such as faculty members and students – causes the fact that lecturers have no interest and trust in decisions made by the university. Due to the common use of this strategy, faculty members find it difficult for their understanding of these decisions and have the thought that they are being treated unfairly. This reduces their attachment to the organization and increases the likelihood of leaving the organization. The use of this strategy, level 1, may be just a reflection of level 3 of this cultural dimension which is the thought that faculty members obey what is given by leaders with no comments expected. The thought that faculty of the university abide by decisions made by the leaders makes faculty members feel forced when working at the university. Due to this assumption, gradually they will search for a new organization. The influence of the dimension of strategy on faculty turnover intention is highlighted in figure 11.
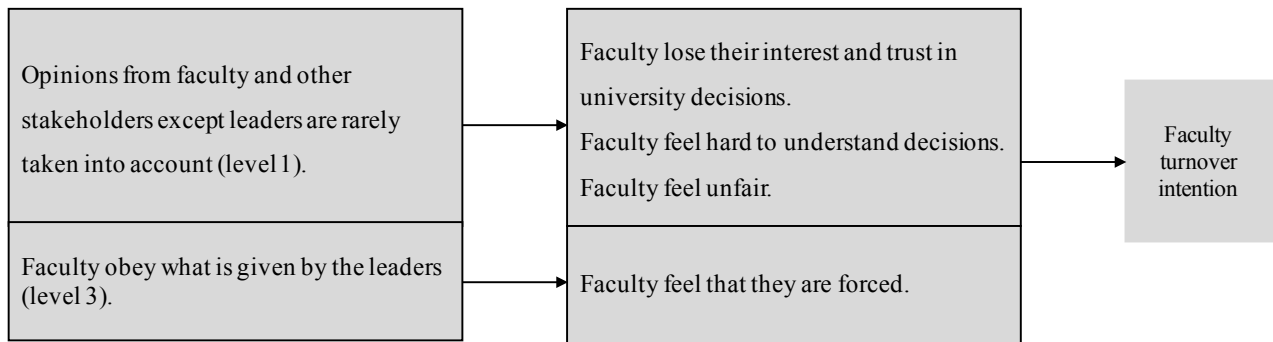
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Figure 12. The impact of the dimension of strategy on faculty turnover intention

Leadership

The similar problem can be seen in the leadership dimension. Lecturers have the intention to leave the organization after experiencing working in a stressful and stuffy environment as a result of being forced to complete tasks assigned by the leaders while the lecturers' expression of their opinions especially adverse ones is not encouraged. Plus, the lack of care from the leaders also causes faculty's intention to leave the organization. This happens because they feel that the environment is so fake and their contributions are not recognized since the university takes notice of activities which do not serve its mission. The figure below shows this relationship.
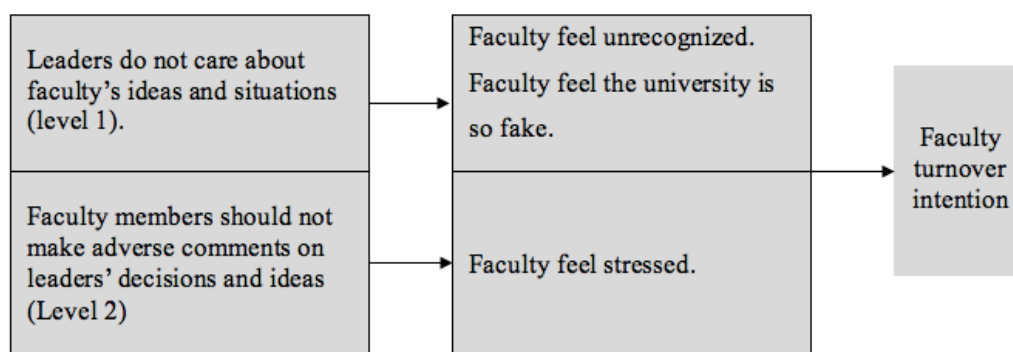

Figure 13. The impact of the dimension of leadership on faculty turnover intention

5.2.2 The impact of organizational culture as a whole on faculty turnover intention

Besides, when examining the impact of organizational culture on faculty turnover intention, one factor emerged from the analyzed data. It is "time". Most lecturers interviewed used the word/phrases "day by day", "by time", "gradually", and "in the future" to mention the influence of organizational

culture on faculty turnover intention. These are the effects, if any, that will not produce immediate results but future consequences. In other words, it is a process through which lecturers will have different attitudes and emotions as showed by the data such as feeling disrespected, isolated and unfairly treated before they form their intention to quit work and time acts as a catalyst for the change of these precursors into turnover intention. These precursors are listed as follows.

- Faculty members feel unfair.
- Faculty members feel unattached to the workplace.
- Faculty members think it is dishonest when using skills and relationships to socialize.
- Faculty members feel disconnected from the university.
- Faculty members think getting information by word-of-month is time-consuming.
- Faculty members feel separated from other colleagues.
- Faculty members feel annoyed about late information dissemination.
- Faculty members think it is dishonest when they force themselves to establish relationships.
- Faculty members lose their interest and trust in university decisions.
- Faculty members feel that they are forced.
- Faculty members feel hard to understand decisions.
- Faculty members feel stressed.
- Faculty members feel unrecognized.

The impact of organizational culture on turnover intention of lecturers can be illustrated in the following diagram.
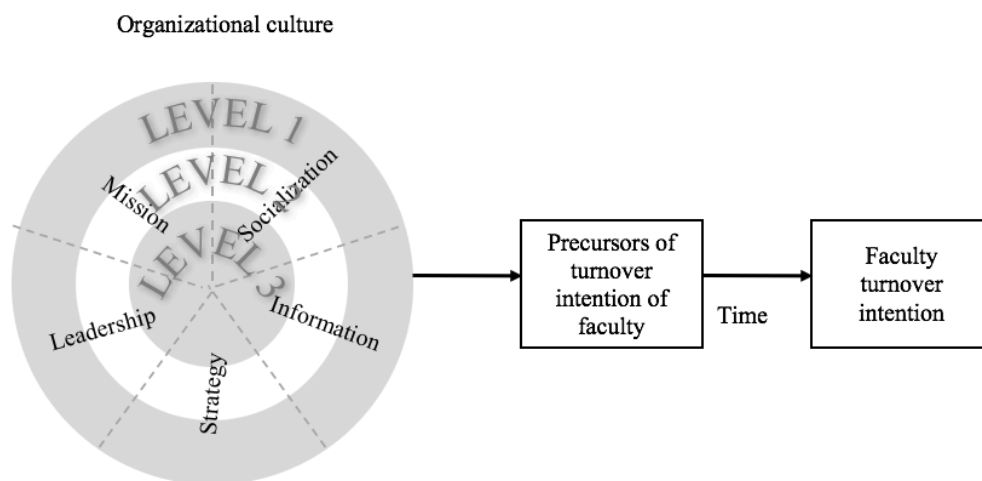
Figure 14. The impact of organizational culture on turnover intention of faculty

The data also revealed that while the existence of some cultural factors causes faculty's intention to quit their organization, the change of some of them is also the reason for the formation of their intention to stop working for the current university. These factors are amongst the fundamental values of the university which belong to level 3. They are the emphasis on morality of lecturers and demands for faculty's improvement in their professional knowledge and teaching methodologies. It is said that some faculty members intend to leave the university since they feel that these values are being underestimated or ignored.

All in all, organizational culture of Vietnamese universities, through this research, is reflected in different elements, dimensions and levels. Similar to many researchers such as Arnold and Feldman (1982), Mobley (1982), Goleman (2000), and Park and Kim (2009) who affirmed the role of organizational culture as a determinant of turnover intention, this study also confirms the existence of this relationship. The study also showed the influence of organizational culture on many other elements of universities as Morgan (1986), Schein (2010), and other researchers have demonstrated.

Among the six dimensions of organizational culture, five are proven to have influence on lecturers' intention not to continue working for their current university. Organizational culture is found to cause turnover intention of lecturers through factors called precursors of turnover intention - different emotions, thoughts and beliefs that will turn into turnover intention with the passage of time. This has been partly mentioned by Cui and Hu (2012) in their research in which they argued that organizational culture can affect organizational commitment of employees and thereby create many consequences including turnover rate. However, the two researchers did not point out the role of time as well as specific factors which are known as precursors in this paper. Among the above-mentioned precursors, only stress is found to be discussed by many scholars such as Gillespie et al. (2001), Ramli et al. (2014), and Adi (2016) when they read the relationship between the workplace and staff's turnover intention. Besides attributing stress to faculty members' own perceptions, these researchers also agreed on the influence of organizational culture such as management practice and recognition and reward system on the formation of this body's reaction.

Chapter 6 - Conclusions

6.1 Summary

The study aims to understand how organizational culture of Vietnamese public universities impacts the turnover intention of faculty members. The research has made questions whose answers help to shed light on the theme and the main questions is "How does the organizational culture of Vietnamese public higher education institutions influence the turnover intention of the faculty members in these institutions?"

In answering the question, the research used qualitative research method. Specifically, it used a case study to deeply explore cultural issues that are diverse and complex. Since organizational culture is one of the main matters that the research seeks to understand, it needs to be explored in a comprehensive and profound way. Among different theories, organizational culture theories were chosen since they provide a thorough analysis of many aspects of organizational culture and organizational culture is the main research subject of these theories.

Since the number of research studies on organizational culture and its influence on the turnover intention of lecturers are relatively limited compared to that in the business field and the number is much scarcer when the context is Vietnamese universities, this study tried to design a new framework which was built based on the three-level theory by Schein (2010) and the six-dimension model by Tierney (1988). They complement each other, helping explore organizational culture more completely and deeply.

With the devised framework, organizational culture is divided into various dimensions so that important dimensions of organizational culture of a university can be extensively analyzed. This division also creates slices to penetrate organizational culture that is diverse and complex. According to studies mentioned in the literature review section, in reality these dimensions are related to each other. The data gathered from this research also showed that the separation does not necessarily mean that the dimensions of organizational culture have no connections with each other and that the separation cannot prevent others from seeing these relationships.

To respond to the main research question, the study presented the three sub-questions which were fully answered. Regarding sub-question 1 - "What is organizational culture of public higher

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education institutions in Vietnam?", through the analyzed data, it is clear that the organizational culture of public universities in Vietnam, in particular of teacher training institutions, is made up of many different dimensions and that all three levels of these dimensions reflect certain features of organizational culture. Since level 3 is the most profound layer of organizational culture, the study tried to reveal it based on some criteria. The research selected elements mentioned by the majority of the interviewees as the representatives for their organizational culture and the basis for explaining the existence of other cultural elements. The comparison between these elements and what is regarded as core/fundamental values of the organization is also used as a criterion. Apart from that, the research based on key words which show how faculty do in reality to be able remain and develop in the university to find basic assumptions. Level 3 is considered to reflect the core of organizational culture and in this case the basic beliefs, values and perception include:

- Morality, professional knowledge and teaching methodologies of faculty are placed on the top in a teacher training university.
- Faculty members follow hierarchical order.
- Faculty members comply with the rules and decisions made by the university.

When it comes to sub-question 2, "How to theoretically elucidate the impact of organizational culture on turnover intention of university faculty members?", the study explores whether six different dimensions of organizational culture affect faculty turnover intention or not. The influence of these dimensions is examined through the theory of three levels of organizational culture by Schein (2010). Among the six dimensions of the university's organizational culture analyzed in this research, five are proven to have certain effects on lecturers' intention to quit their organization. They include mission, socialization, information, strategy, and leadership. As for the dimension of environment, it is said to have impacts on the work of faculty members, yet most lecturers said that this aspect does not affect their work attitudes. In other words, it makes no impacts on faculty turnover intention.

In finding the answer to sub-question 3, "In what ways and to what extent does organizational culture impact faculty members' intention to leave public higher education institutions in Vietnam?", the research found that the influences of organizational culture on faculty's intention to quit their organization is indirect with varying degrees depending on each element of each dimension. This means that organizational culture causes the formation of factors that are precursors

to lecturers' intention to leave the university. Time acts as a catalyst for the change of these precursors into the intention to leave the organization.

6.2 Other findings

Despite the fact that the study only looks at the organizational culture of the whole university instead of going into the culture of each department or discipline, in many respects the lecturers interviewed provided data showing the culture of their departments in relation to the university's common culture and the influence of departmental culture on lecturers' intention to leave the university. In particular, when it comes to the dimension of socialization, the majority of the interviewees believed that the department has a major impact on the socialization of the faculty members while the university has only minor influences. Also, the same thing is found in the leadership dimension. Leaders in the department, the dean and the vice dean, have a direct and strong influence on lecturers' intention to leave their university while the university leaders have influence to a lesser extent.

The difference in culture of the two types of higher education institutions is also reflected in the comparisons between behavior of lecturers in public and private settings. In particular, lecturers of public institutions are expected to pay attention to hierarchy when they communicate or work with ones having age and position different from them. As for lecturers in the private sector, the relationships between and the patterns of behavior towards each other are quite equal. Besides, lecturers of private institutions are believed to be able to dress more "freely" and less formal than lecturers in public ones.

The way the higher education system is governed, as briefly presented in "The context of the national system of higher education" section, is also proven to have influences on the organizational culture of the university. This is reflected in many aspects. To be specific, that the university rarely shares information with external audiences is said to be a common feature of many Vietnam institutions according to various researchers. This is also showed through the fact that the university must implement regulations set by the state and the Ministry of Education and Training even though they may not be associated with the university's mission. In the process of leadership, the leaders of the university are also under pressure of the governance of the state and the Ministry of Education and Training.

Another discovery, which has not been revealed by other studies on the relationship between cultural elements and attitudes and behavior of staff, worth being mentioned is that successful socialization of staff may be a cause of their intention to leave their current organization. In this study, it is the faculty' intention to leave their university after they successfully socialize with others in the environment. Faculty members may intend to leave the university after they succeed in socializing with others because socialization helps them recognize "unbearable" things which they were unaware of before.

In addition to causing the formation of lecturers' intention to leave the organization, a number of elements in some dimension have effects on faculty turnover intention in the direction that they help reduce this intention. One of them is the university's mission of training future teachers. With this task accompanied by its requirements such as continuous development of professional ethics, professional knowledge and teaching methodologies, lecturers feel more attached to the organization. Consequently, faculty's intention to leave their workplace is likely to reduce. As for the dimension of socialization, the fact that some departments provide new faculty members with support in this regard helps lecturers actively participate in departmental activities, which is believed to cause a reduction in faculty's intention to quit their current workplace. In addition to causing faculty members to intend to leave the university, the dimension of leadership also contributes to making faculty less likely to have turnover intention. This is because of the fact that some department leaders recognize and know how to use different abilities of their faculty members. Due to this recognition and utilization, the faculty are more motivated to work and this is believed to reduce the formation of their intention to leave the current organization.

Through sharing ideas about the organizational culture of the university and its impact on faculty turnover intention, the interviewees also provided measures related to organizational culture that are believed to bring benefits to universities in reducing the turnover intention of faculty. Although this is not a central part of the study, it has practical implications for leaders and other relevant individuals in giving solutions to alleviating this matter. These contributions are synthesized as follows:

- People with relevant responsibilities should consider introducing the mission in a more attractive and visible way.
- The words used in the mission should be polished to be easier to understand and remember.

- Leaders should consider emphasizing, communicating, and reminding the mission in various ways such as through important events and on the website of the university.

- Leaders should not ignore the ideas of faculty and other actors when making development strategies.

- The university needs to offer support for the socialization of new faculty members instead of letting this activity be voluntarily done by individuals or departments. This support can be provided under a form of a handbook to introduce regulations, traditions, culture and expectations of the university for faculty members. Also, it is crucial to have events at which new faculty members can have opportunities to join in direct discussions with the university leaders and colleagues as well as to be shared about the university' culture and other aspects.

- The division in charge of supporting career life of young staff in the university - the Youth Union - should have activities to help young faculty members fully understand about the university and establish relationships with others.

- Leaders need to identify the university's main goals and implement them with the attention to feedback from various stakeholders.

6.3 Implications

This is one of the very few studies on the organizational culture of universities, faculty' intention to leave their university, and the relationship between organizational cultural and turnover intention of faculty in the context of Vietnamese public universities. The results of this study enrich the number of studies on these themes. The study also introduces new discoveries which have not been found in the current literature. It shows that the impact of organizational culture on the turnover intention of faculty is indirect and it also reveals factors formed under the influence of organizational culture elements, which play as precursors for turnover intention. The research makes meaningful contributions to the academic community also because it provides a new framework for understanding the organizational culture of higher education institutions. It is a framework that can help focus on specific dimensions which have been shown to be important to institutions' organizational culture and at the same time help understand organizational culture comprehensively and deeply with the consideration of all of its levels.

Besides, the research brings practical values to various subjects. It presents lecturers' thoughts about organizational culture as well as its impact on lecturers' intention to leave their organization, which

is the basis for leaders to come up with different development strategies for their organization. It helps leaders understand how the process of their management is perceived by lecturers. If it is not as they wish, then they can think of strategies for more effective governance. For some elements of some dimensions of organizational culture which are considered to cause faculty' intention to leave the organization, those with authority and relevant responsibility may consider ways to reduce these effects without affecting elements that are believed to make lecturers loyal to the current environment. As the research showed, in the process of making impacts on faculty turnover intention, organizational culture contributes to the creation of precursors of turnover intention, which over time turn into turnover intention. This also means that recognizing these precursors and having timely and suitable solutions can intervene in the process of turning these factors into turnover intention. Understanding these facts, leaders and other relevant stakeholders then can invest in measures to reduce or stop the formation of turnover intention of faculty members.

6.4 Suggestions for further research

Future studies may choose different scopes to have different perspectives on this topic. The first thing is the choice of examining turnover through the people who have actually left the job to see the exact problem affecting their decision.

Although the study tried to explore three levels of organizational culture and mentioned the effect of level 3 on the other two levels, the study did not highlight the relationships between these three levels. This is because the focus of the research is the influence of organizational culture, which is considered from many dimensions with multiple levels on the university faculty members' intention to quit their organization. In other words, the study explores three levels and acknowledges their relationships but does not have a detailed analysis. Therefore, future studies, depending on the purpose of their research, may consider emphasizing the relationships between the three levels.

While the interview data of this study are gathered from only one public university in Vietnam, other studies can be broadly scaled up and directed to other university groups. Cultural exploration can also be done through investigating other subjects in the university such as leaders, administrative staff and students to create a more comprehensive picture of organizational culture of Vietnamese higher education institutions besides understanding organizational culture and its impact on turnover through only faculty's perspective. Selected dimensions of organizational culture can also be changed based on the unique features of the research to have different angles of organizational culture that are very

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diverse and complex. Based on the preliminary findings of this research, other studies may consider using the mixed methods if they can meet the requirements in terms of time and finance to be able to explore this theme comprehensively and profoundly.

Since culture of an institution is also shaped and influenced by a national context and a national system of higher education such as the division of higher education institutions into research universities and applied science universities (Smerek, 2010), major studies may examine the influence of these aspects on the organizational culture of higher education. In addition to looking at the broad picture, future studies may also focus on comparing the views of faculty members with those of administrative staff about organizational culture in the same university to see if there are any cultural clashes. Cultural conflict, if understood and solved, will help the organization operate more effectively and efficiently.

Based on the findings of this research which explores the organizational culture of universities in Vietnam and its effects on faculty's intention to leave their organization, other studies may study policies and measures to create organizational culture elements that help faculty stay connected with the organization and reduce their intention to depart from it. Studies on the evaluation of cultural-related measures to increase organizational effectiveness including the attachment of faculty members can be conducted as well.

6.5 Reflections

The use of a single case study helps to understand the subject matters of a study especially when they are very complex ones as organizational culture and turnover intention. Nonetheless, this limitation must be taken into consideration when using the results from this research. The organizational culture examined by the study is that of public institutions and especially of teacher training universities. As for private ones, organizational culture may have disparities partly due to the impact of various factors, one of which is the fact that they are run under different regulations imposed by the state. Public universities specializing in other areas different from teacher training also need to consider a number of factors, especially mission and strategy, when using these results and research methodologies.

This study uses theories of organizational culture as they are the theories that deeply explore the organizational culture of an agency. Cultural factors are also mentioned in institutional theories

(Scott, 2008) as one of the three pillars constituting institutions, but they are not deeply analyzed. At the same time the other pillars have been already examined by some scholars (Don, F. W., Leon, C., & Roelien, V. E., 2010; Hang & Trang, 2013). Apart from that, the normative pillar is also mentioned in the theory of organizational culture as one of the important element in organizational culture.

What is more, while issues concerning faculty's intention to leave their organization are related to cultural elements, the study does not exclude other factors mentioned by other studies such as salary and promotion policies. In other words, this study tries to find out what other studies have not fully considered in investigating faculty turnover intention in Vietnam. Therefore, leaders at all levels in the development of solutions to reducing faculty's intention to leave their university need to have a comprehensive view of various factors in order to take appropriate measures.

Last but not least, discovering all of the beliefs, values and perception that lie under many layers is very challenging as other researchers affirmed. Therefore, although the research disclosed the deepest layer of culture, which was proven to affect faculty turnover intention, the basic assumptions found by this research are still in need of additional scientific verification.

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Appendices

Appendix 1. The interview protocol

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INTERVIEW PROTOCOL

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A. The interview

1. Before the interview

Introducing the interview

Dear sir/madam. My name is Nguyen Hoang Thien. Thank you for presence at the interview. This interview desires to receive your thoughts on the organizational culture of the university you are working with and its impact on the turnover intention of the university faculty members. I appreciate these sharing without any distinction of right and wrong or which answers are expected. I hope you will freely share your views.

Asking for the signature

Before the interview begins, please take a few minutes to read this interview consent (give the consent to the interviewee. After the interviewee signs and returns the form, turn on the recorder if its use is allowed).

Asking for recording

If it is convenient for you, I hope to be allowed to record the interview. The purpose of the recording is to help me document accurately the interview content and at the same time be able to focus on your sharing. I certify that all of your ideas are kept confidential. I will use the necessary information without any reference to your personal information.

2. During the interview

Giving interview questions

Personal information

- How long have you worked for the university? In which department?
- Have you held any management role at the university?
- In your opinion, what are the core values of the university?

Questions about the dimension of environment

- What type of the location is the organization in?
- By what is the organization surrounded?
- How is the town-gown relationship?
- How are you expected to behave in this environment?

- How do you really behave in this environment?
- Why do you behave like that?
- Does this dimension impact the faculty turnover intention?

Questions about the dimension of mission

- How is it articulated?
- Is it used as a basis for decisions?
- How much agreement is there?
- What are you expected to do with the mission?
- What do you really do with and think about the mission?
- Why do you have such behavior and beliefs?
- Does this dimension impact the faculty turnover intention?

Questions about the dimension of socialization

- How is fit between a person and the personality of the institution articulated?
- How do new members become socialized?
- What do we need to do to survive/excel in this organization?
- Do you do the above-mentioned things?
- Why do you need these things?
- How do you feel about your fitness?
- Does this dimension impact the faculty turnover intention?

Questions about the dimension of information

- What constitutes information?
- Who has it?
- How is it disseminated?
- What do you really do with and think about it?
- Why do you have such behavior and beliefs?
- Does this dimension impact the faculty turnover intention?

Questions about the dimension of strategy

- How are decisions arrived at?
- Which strategy is used?
- Who makes decisions?
- What is the penalty for bad decisions?
- What are you expected to do in proposing something?
- What do you really do with and think about decisions?
- Why do you have such behavior and beliefs?
- Does this dimension impact the faculty turnover intention?

Questions about the dimension of leadership

- Who are the leaders?
- Are there formal and informal leaders?
- What do you expect to do with this leadership?
- What do you really do with and think about the leadership?
- Why do you have such behavior and beliefs?
- Does this dimension impact the faculty turnover intention?

Other questions

- Is there any other information that you think will be useful for this study and want to share with me?
- Can you help introduce other faculty members who meet the criteria of the research?

Saying thank you

Thank you very much for participating in the interview. I really appreciate the time and ideas that you have shared with me.

The results of this study will provide useful information for managers in taking measures to limit the turnover intention of the university faculty members and to increase their attachment to the organization. Information from the research is also a reference source for those who are intending to become members of the institution.

All information related to you are kept confidential in all stages of this study including the manuscripts and articles. Procedures for maintaining confidentiality include the absence of any identifying information about the participants (name, identity card number, department name, date of birth, phone number, address, etc.)

Once again, thank you very much for your participation (Turn off the recorder).

3. After the interview

After the participant leaves the room, the interviewer spends a few minutes having reflection on the interview and noting observations about it.

Code of the interviewee:	
Date of the interview:	
Attitudes of the participant to the interviewer and the interview:	
Abnormal circumstances or events related to the interview such as disruption, language difficulties, etc.	
Other things related to the objectives of the study that happened in the interview are:	
Other ideas:	

B. Questions that interviewees may ask

1. What is the environment?

Geography of the university and things around it.

2. Who is everyone?

Everyone who works in the university.

4. University leaders or departmental leaders?

You are free to decide according to your thoughts.

5. What is official leadership?

Individuals who are officially appointed.

6. What is informal leadership?

Individuals are considered leaders without any official appointment.

Appendix 2. Interview Consent Form

Interview Consent Form

Exploring the Organizational Culture of Public Higher Education Institutions in Vietnam
and Its Impact on Faculty Turnover Intention
from Faculty's Perspective

Research Investigator: Nguyen Hoang Thien

Supervisor: Yuzhuo Cai

Please consider this information carefully before deciding whether to participate in this research.

Participation in the research

- You will participate in this research by agreeing to be interviewed.

- Your participation is voluntary.

- The time and place for the interview are convenient for the participant.

- The interview will be conducted in Vietnamese and it will contain questions about your perception of organizational culture of your institution with six dimensions including environment, mission, socialization, information, strategy, and leadership and its impact on turnover intention of faculty members.

- You have the right to skip any question that you do not want to answer and to stop the interview at any time for any reason.

- With your permission, the interview will be audio recorded merely for the accurate transcription.

- You can request not to use any certain datum or all of the data after the interview without giving any reason and without there being any negative consequences.

Time required

The interview will last for about one hour.

Risks

Some of the questions may cause discomfort or embarrassment.

Benefits

This is a chance for you to tell your story about your experiences concerning organizational culture and turnover intention at your workplace. Plus, it is expected that the findings will help leaders with information to make effective policies on faculty development, of which you are the direct

beneficiary.

Compensation

You will receive a small gift at the end of the interview.

Confidentiality

- Your responses to the interview questions are kept confidential. Any of your actual identity is not revealed. You will be assigned a code representing your name, which is known only by the research investigator. Anyone who helps the research investigator with transcription will only know you by this code. The recording will be stored in a folder in the investigator's laptop which cannot be accessed by anyone else. After five years, it will be destroyed.

- The data you give will be anonymized when used for the thesis or other purposes so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed.

- Any variation of the conditions above will only occur with your further explicit approval.

Contact

Should you have any concern about the research and the interview process, please feel free to contact the research investigator via the following email address: hoangthien@ier.edu.vn

Agreement

The nature and purpose of this research have been sufficiently explained and I agree to participate in this interview. I understand that the interview is on voluntary basis only and I can withdraw at any time without giving any reason and without there being any punishment. In addition, if I feel uncomfortable to answer any particular question(s), I am free to skip.

Name of participant   Date   Signature

Name of investigator   Date   Signature